Molloy College was founded by the Dominican Sisters of Amityville
### Office Extension

<table>
<thead>
<tr>
<th>Office</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>3200, 3201</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>3009, 3010, or 3024</td>
</tr>
<tr>
<td>Admissions, Catalogs</td>
<td>4000, 4001, or 4002 or 800.229.1020</td>
</tr>
<tr>
<td>Advancement</td>
<td>4602</td>
</tr>
<tr>
<td>Alumni Affairs</td>
<td>4483</td>
</tr>
<tr>
<td>Athletic Department</td>
<td>3600</td>
</tr>
<tr>
<td>Bookstore</td>
<td>3935</td>
</tr>
<tr>
<td>Bursar, Tuition Fees, Payment of Student Bills</td>
<td>4100</td>
</tr>
<tr>
<td>Career Development Center</td>
<td>3482</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>3550</td>
</tr>
<tr>
<td>Facilities Department</td>
<td>3061</td>
</tr>
<tr>
<td>Financial Aid, Scholarships</td>
<td>4200</td>
</tr>
<tr>
<td>Student Loan Office</td>
<td>4200</td>
</tr>
<tr>
<td>Information Technology, Planning and Research</td>
<td>4800</td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>3925</td>
</tr>
<tr>
<td>Circulation Desk</td>
<td>3913</td>
</tr>
<tr>
<td>Periodicals</td>
<td>3914</td>
</tr>
<tr>
<td>Madison Theatre</td>
<td>4444</td>
</tr>
<tr>
<td>Public Relations</td>
<td>4500</td>
</tr>
<tr>
<td>Public Safety</td>
<td>3500</td>
</tr>
<tr>
<td>Director of Public Safety</td>
<td>3503</td>
</tr>
<tr>
<td>Registrar, Transcripts of Records, Schedules and Registration</td>
<td>4300</td>
</tr>
<tr>
<td>Special Events</td>
<td>3045</td>
</tr>
<tr>
<td>Student Services, Student Information, Social Programs, Student Activities, Housing, Volunteer Activities</td>
<td>4400, 4401</td>
</tr>
<tr>
<td>Suffolk Center</td>
<td>516.323.3570</td>
</tr>
<tr>
<td>Fax</td>
<td>516.323.3573</td>
</tr>
<tr>
<td>7180 Republic Airport (Gruman Lane)</td>
<td>Farmingdale, NY 11735-3930</td>
</tr>
<tr>
<td>Email</td>
<td><a href="http://www.molloy.edu/suffolk">www.molloy.edu/suffolk</a></td>
</tr>
</tbody>
</table>

### Note

Students are responsible for reading the Molloy College Catalog and for knowing the rules and regulations of the College. Failure to read the catalog does not excuse the student from the academic and financial responsibilities and liabilities described therein.

**THE COLLEGE RESERVES THE RIGHT TO REVISE ANY PORTION OF THE CATALOG.**

Visitors to the campus are welcome. For interviews with the administrative staff or faculty members, it is suggested that appointments be made in advance. In the Fall and Spring, the Switchboard is normally open from 9:00 a.m. – 5:00 p.m. Monday through Friday. These hours vary slightly during the summer months.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Molloy</td>
<td>9</td>
</tr>
<tr>
<td>Admissions</td>
<td>19</td>
</tr>
<tr>
<td>Expenses</td>
<td>24</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>34</td>
</tr>
<tr>
<td>Scholarships</td>
<td>41</td>
</tr>
<tr>
<td>Student Solution Center</td>
<td>50</td>
</tr>
<tr>
<td>Office of Blended/Online</td>
<td></td>
</tr>
<tr>
<td>Learning and Student Success</td>
<td>50</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>51</td>
</tr>
<tr>
<td>Veteran’s Information</td>
<td>52</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>54</td>
</tr>
<tr>
<td>Suffolk Center</td>
<td>55</td>
</tr>
<tr>
<td>International Education</td>
<td>56</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>57</td>
</tr>
<tr>
<td>Special Molloy Programs, Centers and Institutes</td>
<td>60</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>63</td>
</tr>
<tr>
<td>General Education and Core Courses</td>
<td>88</td>
</tr>
<tr>
<td>Honors Awards and Policies</td>
<td>76</td>
</tr>
<tr>
<td>Honor Societies</td>
<td>78</td>
</tr>
<tr>
<td>Degree and Graduation</td>
<td>79</td>
</tr>
<tr>
<td>Requirements</td>
<td>81</td>
</tr>
<tr>
<td>Programs of Study and Major Requirements</td>
<td>87</td>
</tr>
<tr>
<td>First Year Studies Program</td>
<td>88</td>
</tr>
<tr>
<td>Honors Program</td>
<td>92</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>95</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td></td>
</tr>
<tr>
<td>The Barbara H. Hagan School of Nursing and Health Sciences Programs of Study</td>
<td>96</td>
</tr>
<tr>
<td>Letter from the Dean of The Barbara H. Hagan School of Nursing and Health Sciences</td>
<td>97</td>
</tr>
<tr>
<td>Mission Statement of The Barbara H. Hagan School of Nursing and Health Sciences</td>
<td>98</td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>98</td>
</tr>
<tr>
<td>Communication Sciences and Disorders</td>
<td>105</td>
</tr>
<tr>
<td>Nursing</td>
<td>108</td>
</tr>
<tr>
<td>School of Arts and Sciences</td>
<td>119</td>
</tr>
<tr>
<td>Programs of Study</td>
<td></td>
</tr>
<tr>
<td>Letter from the School of Arts and Sciences</td>
<td>120</td>
</tr>
<tr>
<td>Art 121</td>
<td></td>
</tr>
<tr>
<td>Biology, Chemistry and Environmental Studies</td>
<td>123</td>
</tr>
<tr>
<td>Communications</td>
<td>130</td>
</tr>
<tr>
<td>Criminal Justice and Legal Studies</td>
<td>133</td>
</tr>
<tr>
<td>Digital Humanities and New Media</td>
<td>137</td>
</tr>
<tr>
<td>English</td>
<td>139</td>
</tr>
<tr>
<td>History and Political Science</td>
<td>141</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>144</td>
</tr>
<tr>
<td>Mathematics and Computer Studies</td>
<td>148</td>
</tr>
<tr>
<td>Languages and Cultures (Previously (Modern Languages)</td>
<td>146</td>
</tr>
<tr>
<td>Music</td>
<td>152</td>
</tr>
<tr>
<td>Philosophy</td>
<td>162</td>
</tr>
<tr>
<td>Psychology</td>
<td>163</td>
</tr>
<tr>
<td>Sociology and Anthropology</td>
<td>166</td>
</tr>
<tr>
<td>Theatre Arts: Molloy/CAP21</td>
<td>167</td>
</tr>
<tr>
<td>Theology and Religious Studies</td>
<td>169</td>
</tr>
<tr>
<td>School of Business Programs of Study</td>
<td>171</td>
</tr>
<tr>
<td>Letter from the Dean of the School of Business</td>
<td>172</td>
</tr>
<tr>
<td>Mission Statement of the School of Business</td>
<td>173</td>
</tr>
<tr>
<td>School of Business</td>
<td>173</td>
</tr>
<tr>
<td>School of Education and Human Services</td>
<td></td>
</tr>
<tr>
<td>Programs of Study</td>
<td>186</td>
</tr>
<tr>
<td>Letter from the Dean of the School of Education and Human Services .</td>
<td>187</td>
</tr>
<tr>
<td>Mission Statement of the School of Education and Health Services .</td>
<td>188</td>
</tr>
<tr>
<td>School of Education and Human Services</td>
<td>188</td>
</tr>
<tr>
<td>Physical Education</td>
<td>265</td>
</tr>
<tr>
<td>Social Work</td>
<td>266</td>
</tr>
<tr>
<td>Minor Requirements</td>
<td>270</td>
</tr>
<tr>
<td>Minors—General Information</td>
<td>271</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>287</td>
</tr>
<tr>
<td>Accounting Courses</td>
<td>288</td>
</tr>
<tr>
<td>Allied Health Sciences Courses</td>
<td>289</td>
</tr>
<tr>
<td>Arabic Courses</td>
<td>290</td>
</tr>
<tr>
<td>Art Courses</td>
<td>290</td>
</tr>
<tr>
<td>American Sign Language Courses</td>
<td>297</td>
</tr>
<tr>
<td>Biology, Chemistry and Environmental Studies Courses</td>
<td>302</td>
</tr>
<tr>
<td>Business Law Courses</td>
<td>302</td>
</tr>
<tr>
<td>Business Management Courses</td>
<td>305</td>
</tr>
<tr>
<td>Chemistry Courses</td>
<td>307</td>
</tr>
<tr>
<td>Chinese (Mandarin) Courses</td>
<td>307</td>
</tr>
<tr>
<td>CIS - Computer Information Systems Courses</td>
<td>309</td>
</tr>
<tr>
<td>Communications Courses</td>
<td>315</td>
</tr>
<tr>
<td>Core Courses</td>
<td>317</td>
</tr>
<tr>
<td>Criminal Justice Courses</td>
<td>323</td>
</tr>
<tr>
<td>CSC - Computer Science Courses</td>
<td>325</td>
</tr>
<tr>
<td>CVT - Cardiovascular Courses</td>
<td>326</td>
</tr>
<tr>
<td>Economics Courses</td>
<td>327</td>
</tr>
<tr>
<td>Education Courses</td>
<td>334</td>
</tr>
<tr>
<td>English Courses</td>
<td>340</td>
</tr>
<tr>
<td>Environmental Studies Courses</td>
<td>341</td>
</tr>
<tr>
<td>ESC - Earth Science Courses</td>
<td>342</td>
</tr>
<tr>
<td>ESL - English as a Second Language Courses</td>
<td>343</td>
</tr>
<tr>
<td>Ethics Courses</td>
<td>344</td>
</tr>
<tr>
<td>Finance Courses</td>
<td>345</td>
</tr>
<tr>
<td>French Courses</td>
<td>346</td>
</tr>
<tr>
<td>First Year Studies Course</td>
<td>346</td>
</tr>
<tr>
<td>Geography Courses</td>
<td>346</td>
</tr>
<tr>
<td>Gerontology Courses</td>
<td>347</td>
</tr>
<tr>
<td>History and Political Science Courses</td>
<td>348</td>
</tr>
<tr>
<td>Honors Course</td>
<td>352</td>
</tr>
<tr>
<td>HSL - Health Service Leadership</td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td>352</td>
</tr>
<tr>
<td>Interdisciplinary Studies Courses</td>
<td>353</td>
</tr>
<tr>
<td>Italian Courses</td>
<td>353</td>
</tr>
<tr>
<td>Legal Studies Courses</td>
<td>354</td>
</tr>
<tr>
<td>Library Studies Courses</td>
<td>356</td>
</tr>
<tr>
<td>Mathematics and Computer Studies</td>
<td></td>
</tr>
<tr>
<td>Studies Courses</td>
<td>356</td>
</tr>
<tr>
<td>Modern Language Courses</td>
<td>360</td>
</tr>
<tr>
<td>Marketing Courses</td>
<td>360</td>
</tr>
<tr>
<td>Music Courses</td>
<td>361</td>
</tr>
<tr>
<td>New Media Courses</td>
<td>372</td>
</tr>
<tr>
<td>Nuclear Medicine Technology BS Courses</td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td>374</td>
</tr>
<tr>
<td>Nursing Courses</td>
<td>376</td>
</tr>
<tr>
<td>PED - Physical Education Courses</td>
<td>381</td>
</tr>
<tr>
<td>Philosophy Courses</td>
<td>384</td>
</tr>
<tr>
<td>Physical Education Courses</td>
<td>387</td>
</tr>
<tr>
<td>Physics Courses</td>
<td>387</td>
</tr>
<tr>
<td>Political Science Courses</td>
<td>387</td>
</tr>
<tr>
<td>Psychology Courses</td>
<td>389</td>
</tr>
<tr>
<td>Respiratory Care Courses</td>
<td>393</td>
</tr>
<tr>
<td>Study Abroad Program Course</td>
<td>397</td>
</tr>
<tr>
<td>SLP - Speech-Language Pathology/Audiology Courses</td>
<td>398</td>
</tr>
<tr>
<td>Social Work and Gerontology Studies Courses</td>
<td>398</td>
</tr>
<tr>
<td>Sociology and Anthropology</td>
<td>399</td>
</tr>
<tr>
<td>Courses</td>
<td></td>
</tr>
<tr>
<td>Spanish Courses</td>
<td>399</td>
</tr>
<tr>
<td>Speech-Language Pathology/Audiology Courses</td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td>403</td>
</tr>
<tr>
<td>St. Thomas Aquinas Courses</td>
<td>408</td>
</tr>
<tr>
<td>SWK - Social Work Courses</td>
<td>408</td>
</tr>
<tr>
<td>Theatre Arts Courses</td>
<td>412</td>
</tr>
<tr>
<td>Theology and Religious Studies</td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td>414</td>
</tr>
<tr>
<td>Board of Trustees 2019-2020</td>
<td>417</td>
</tr>
<tr>
<td>Offices of Administration</td>
<td>418</td>
</tr>
<tr>
<td>Professors Emeriti</td>
<td>425</td>
</tr>
<tr>
<td>Faculty - Full Time</td>
<td>427</td>
</tr>
<tr>
<td>Faculty - Part Time</td>
<td>434</td>
</tr>
<tr>
<td>Clinical Learning Center</td>
<td>446</td>
</tr>
<tr>
<td>Identification of Non-Discrimination Coordinators</td>
<td>447</td>
</tr>
<tr>
<td>Academic Calendar 2019–2020</td>
<td>448</td>
</tr>
<tr>
<td>Index</td>
<td>458</td>
</tr>
</tbody>
</table>
Welcome to Molloy College!

Molloy’s commitment to our students continues to earn national attention, most recently when The Wall Street Journal named us the #18 value-added college in the nation. This recognition from the country’s leading financial publication was based on what prospective students and their parents tell us is most important to them, such as graduation rates, net tuition and debt load, as well as salaries of recent graduates. We also earned a ranking of #11 “most transformative” college in the U.S. from Money Magazine. A Molloy education places an emphasis on the ability of our students to transform lives, both their own and the communities where they will live and work.

Recognition from prestigious publications like The Wall Street Journal and Money Magazine are an affirmation of everything we do at Molloy. Students that come to Molloy stay at Molloy, which is one reason why we have a freshman retention rate of nearly 90% - one of the highest in the nation. Students that stay at Molloy graduate from Molloy and go on to good-paying jobs in their chosen field. Our students leave Molloy with a strong academic training that prepares them for their intended careers. They also possess a variety of personal skills that are highly prized by employers, including a strong work ethic, communication and leadership skills, and an understanding of how to work as part of a team.

In addition to exciting, in-demand academic programs in a wide variety of disciplines, Molloy offers a vibrant campus life experience that is unmatched by any other college or university on Long Island. There are also numerous opportunities to learn beyond the classroom, including internship programs, community service projects and our renowned International Education program. At Molloy we are committed to helping you “Live Your Story.”

Drew Bogner, Ph.D.
President
Dear Student:

Welcome to undergraduate studies at Molloy College! Education at Molloy is a transformative experience that will inform your thinking and decision-making throughout your life.

This Catalog is intended to provide critical information necessary throughout your program of study while at Molloy. It is important that you familiarize yourself with the information included in these pages. The Catalog which is available in print or online, includes information on specific requirements for your program, on progression criteria, grading policies, honors and awards and policies and services available to all Molloy students.

I encourage you to take full advantage of our robust advising system by coming to advising sessions prepared to review your progress, plan future course work, and discuss issues of concern in your academic experience. In addition to meeting with your assigned academic advisor each semester, the Associate Dean for Academic Services, Marion Flomenhaft is available to answer your questions or assist you with matters of concern that may or may not be directly related to your courses. If you have questions or concerns about academic courses, you can contact the instructor, Department Chairperson or the School Dean, who can direct you or assist in problem solving and gathering needed information.

We welcome you to Molloy College and hope you find your educational experience at Molloy College both rich and rewarding.

Ann Z. Branchini, Ph.D.
Vice President for Academic Affairs
and Dean of the Faculty
Molloy College is an independent, comprehensive college with undergraduate, graduate and doctoral programs located on a 30-acre campus in Rockville Centre, Long Island, forty minutes by train from the heart of New York City. A variety of courses are offered during the day, evenings, on weekends and in online/hybrid modalities, depending upon the department and the program of study. The curriculum reflects the College’s commitment to tradition and its openness to creative innovation.

Molloy offers an Associate in Arts degree in liberal arts and sciences. Students may also pursue an Associate in Applied Science degree in the areas of Cardiovascular Technology and Respiratory Care.

Bachelor of Arts and Bachelor of Science degrees are offered in more than 50 areas of concentration, in such diverse fields as Business Management, Accounting, Sociology, English, Nursing, Biology, Psychology, Music, Interdisciplinary Studies, Nuclear Medicine Technology, Computer Studies, Music Therapy, Speech-Language Pathology and Criminal Justice. The College also offers Bachelor of Fine Arts and Bachelor of Social Work degrees. Teaching certification is available for Childhood Education, Adolescence Education and Adolescence/Special Education.

The College offers master’s degrees in: Business, Clinical Mental Health Counseling, Criminal Justice, Education, Music Therapy, Nursing and Speech-Language Pathology. Post master’s advanced certificates are available in Education, Business and Nursing. Many of these disciplines offer a range of programs of study that serve a variety of student needs and interests. There is also the M.S.W. through Fordham University Graduate School of Social Service Collaborative Program with Molloy. The College has the following doctoral programs: Ph.D. in Nursing, Doctor of Nursing Practice (DNP) and the Ed.D. in Educational Leadership for Diverse Learning Communities.

Over 24,000 Molloy College alumni (more than 4,200 of which are alumni from the graduate programs) have benefited from a combination of traditional, liberal studies and practical, professional coursework. Their personal development and professional success are a testimony to the tradition of Dominican education at Molloy College.

Located off the Southern State Parkway, between exits 19 and 20, the College is easily accessible from all parts of Long Island, Queens, Manhattan and Brooklyn by car, bus, or LIRR.

**History of Molloy**

Molloy College was founded by the Dominican Sisters of the Congregation of the Holy Cross Amityville. The establishment of a Catholic College for women on Long Island was a longtime dream of the Congregation that came to fruition after many years of patience and determination. In 1942, the Sisters obtained the deed to the land that would become Molloy’s campus, but actual plans for the building did not begin until 1948 and it was another six years before ground was broken for construction, on August 15, 1954.

With the support of Bishop Thomas E. Molloy and the encouragement of Monsignor Peter Quealy, on September 12, 1955, Mother Anselma Ruth O.P., Ph.D., first president of Molloy College and Sister Rose Gertrude Hoenighausen, O.P., Ph.D., its first academic dean, officially opened the doors of the College. They welcomed a freshman class of 44 young women at a Victorian residence, nicknamed the “mansion,” on North Village Avenue in Rockville Centre.

Classes were underway at the “mansion,” while construction was progressing quickly at Molloy’s permanent campus, just a few blocks away on Hempstead Avenue. Quealy Hall was completed for the 1956 fall term and the College quickly abandoned the “mansion” for this new space. The second key building on campus, Kellenberg Hall, was completed in the fall of 1958. Mother Bernadette de Lourdes, second president, presided over Molloy’s first graduating class in 1959. It was during Mother Bernadette’s tenure in 1960, that Molloy Catholic College for Women gained its absolute charter from New York State.

During the decade that followed, from 1962 to 1972, the College was led by its third president, Sr. Mary Celeste Beck, O.P., Ph. D. During this time, Molloy solidified its service-oriented professional programs in Nursing and Education and developed a reputation for excellence in higher education. Accreditation by the Middle States Commission on Higher Education was obtained in 1967 and professional accreditation of the Nursing Program by the National League for Nursing followed soon after. Towards the end of Sr. Celeste’s tenure, two significant and related changes took place at Molloy: the College accepted men into its evening classes in the Nursing Program and the name of the College was officially changed from Molloy Catholic College for Women to Molloy College.

Sr. Janet Fitzgerald, O.P., Ph. D., was elected President of Molloy College in the fall of 1972. This was a tremendous time of growth at the College. During Sr. Janet’s 24 years as President, Molloy officially became co-educational, the student population doubled and academic programs expanded, adding over 13 major fields of study. The College also introduced both graduate programs and post-master’s certificate programs in Nursing. The physical campus expanded, too, adding three new buildings - the Adelaide B. Wilbur Arts Center, The Sacred Heart Chapel and the William J. Casey Center.

The latter half of the 1990’s was a time of change at Molloy. Breaking with over 40 years of tradition, Molloy elected its first non-religious President in 1996, Dr. Martin Snyder, Ph.D. Notable achievements during his tenure, were the approval of a Master of Science degree in Education and the establishment of the Center for Social and Ethical Concerns and the Global Learning Program. Molloy’s facilities also grew with the addition of three houses adjacent to the main campus.

The millennium brought a new leader to Molloy and with him a renewed vision and purpose. Dr. Drew Bogner, Ph.D., was inaugurated in February 2000 as the sixth President of Molloy College. Under his guidance, Molloy has strengthened its commitment to providing a value-focused experience and has expanded upon one of its founding principles – Leadership through service. Dr. Bogner has been instrumental in helping the College develop as a center for social discourse.

In tandem with the growth of programs, Molloy’s campus has continued to evolve. In 2005, Siena Hall was dedicated on the main Rockville Centre campus and the Suffolk Center - Molloy’s first satellite facility – opened in Farmingdale. In 2011, after many years of planning, Molloy opened the Public Square, a new student and
community-centered building. The Public Square was designed to serve as Molloy’s central hub for conversation and discussion with spaces for both public venues and student study. It is also home to the 550-seat Madison Theatre, which offers a diverse range of world-class entertainment to the community.

Perhaps the most auspicious change at Molloy was the opening of Fitzgerald Hall, the College’s first student residence in 2011. Renovation of the former religious faculty residence, Maria Regina Hall, provided additional student resident space when it opened in the fall of 2014. Molloy began construction of the third residence hall in Fall 2018, offering students additional opportunities to reside on campus. To support continued growth in academic programs, the College expanded its facilities, opening the Barbara H. Hagan Center for Nursing in 2016.

From modest beginnings, Molloy College has grown rapidly and consistently. Established as a Catholic women’s college with academic programs focused on service-oriented professions such as Nursing and Education, today Molloy is a multi-denominational, co-educational institution offering bachelor’s, master’s, post-graduate certificates and doctoral programs.

Mission Statement of Molloy

Molloy College, an independent, Catholic College, 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.

Goals of Molloy College

Molloy College is committed to:

Acting justly and with kindness in all our endeavors;
Transforming our communities;
Searching for truth in our quest for academic excellence
Reflectively listening to ourselves, our God and to the signs of the times in our contemporary world.

Mission of the Office of Academic Affairs

In the Judeo-Christian framework, Molloy College is committed to the Dominican ideals of truth, academic excellence and openness to diverse world-views. The College provides a value-centered educational experience that enhances intellectual, ethical, spiritual and social development.

In an environment where academic freedom, a spirit of inquiry and respect for each individual’s worth and dignity prevail, students acquire the knowledge and skills necessary to meet the challenges of modern life. Undergraduate programs, based on a strong liberal arts core curriculum, offer wide choices in professional and career preparation. Graduate education fosters a higher level of scholarly inquiry for expansion of knowledge, self-enrichment and achievement of personal and professional goals.
Molloy College promotes campus diversity by welcoming men and women of different ages, races, religious beliefs, gender identity and cultural backgrounds. Dedicated to excellence in teaching and scholarship, faculty encourage their students to search for truth through critical thinking, reflection and dialogue, to strive for personal moral growth and to develop a sense of social, economic and political responsibility. The Molloy community seeks to assist students through responsible academic advisement, sensitive personal and career counseling and a multifaceted on-campus program of student services. Through its extensive Professional Studies and Continuing Education Program, Molloy College services the life-long educational and cultural needs of surrounding communities.

A Molloy College education challenges students to maintain high personal and professional standards, to be aware of their responsibilities to preserve and protect the environment and to improve the quality of life for themselves and their neighbors in an ever-changing global society.

Goals of the Undergraduate Curriculum

Molloy College offers an undergraduate curriculum in the Liberal Arts and Sciences, which includes General Education and concentrated study in specific disciplines. Its goals are that the student will demonstrate:

- The ability to communicate concepts and ideas effectively.
- The ability to critically consider diverse viewpoints with respect for all individuals.
- The ability to integrate knowledge and skills across disciplines.
- The ability to use diverse sources of evidence to support an idea or argument.
- The ability to engage the creative and artistic dimension of the human experience.
- Respect for individuals and advocate for the dignity of all people.
- The ability to apply values of ethical leadership and compassion to furthering the common good.

Registration and Accreditations

Molloy College is accredited by:

- American Health Information Management Association
  919 No. Michigan Avenue
  Suite 1400
  Chicago, Illinois 60611-1683

- American Music Therapy Association
  8455 Colesville Road
  Suite 1000
  Silver Spring, Maryland 20910

- Board of Regents of the University of the State of New York
  The State Education Department
  Albany, New York 12230

- Commission on Accreditation of Allied Health Education Programs
  25400 US Highway 19 North
  Suite 158
  Clearwater, Florida 33763

- Committee on Accreditation for Respiratory Care
  P.O. Box 54876
  Hurst, Texas 76054-4876

- Council on Collegiate Nursing Education (D.N.P., Master's, Post-Master's APRN Certificate and Baccalaureate)
  655 K Street, NW
  Suite 750
  Washington, DC 20001

- Council on Occupational Education in Audiology and Speech-Language Pathology (CAAE) and American Speech-Language and Hearing Association
  2200 Research Boulevard
  Rockville, Maryland 20850-3289

- Joint Review Committee on Education in Cardiovascular Technology
  1449 Hill Street
  Whitinsville, Massachusetts 01588-1032

- Joint Review Committee on Education Programs in Nuclear Medicine Technology
  820 W. Danforth Road, #B1
  Edmond, Oklahoma 73003

- National Association of Schools of Music (NASM)
  11250 Roger Bacon Drive, Suite 21
  Reston, Virginia 20190-5248

- The Middle States Association of Colleges and Schools
  3624 Market Street
  Philadelphia, Pennsylvania 19104-2680

Memberships

Molloy is a member of the Academy of Criminal Justice Sciences
- American Advertising Association
- American Association for Paralegal Education
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association for Higher Education
- American Management Association
- American Music Therapy Association
- American Association of Teachers of Spanish and Portuguese
• American College of Healthcare Executives (ACHE) • American Council on the Teaching of Foreign Languages • American Library Association • American Marketing Association • Association for Childhood Education International • Association for Student Judicial Affairs • Association for Supervision and Curriculum Development • Association of American Colleges and Universities • Association of Baccalaureate Program Directors • Association of Departments of English • Association of Gerontology in Higher Education • Association of Governing Boards • Association of Physical Plant Administrators • Association to Advance Collegiate Schools of Business (AACSB) • Catholic Campus Ministry • Catholic Library Association • Center for Academic Integrity • College Art Association • College Entrance Examination Board • Commission on Collegiate Nursing Education • Commission on Independent Colleges and Universities • Council for Exceptional Children • Council for the Advancement and Support of Education • Council for the Accreditation of Education Preparation (CAEP) • Council of Academic Programs in Communication Science and Disorders • Council of Deans of Nursing of New York State • The Council of Independent Colleges • Council on Social Work Education • Future Business Leaders of America - Phi Beta Lambda (FBLA-PBL) • Deans and Directors of Nursing of Greater New York • Healthcare Leaders of New York (HLNY) • Institute of Management Accountants • International Association for Language Learning Technology • International Association of Social Work with Groups • International Federation of Catholic Universities • International Police Executive Symposium • Long Island Council of Student Personnel Administrators • Long Island Library Resources Council • Long Island Regional Advisory Council on Higher Education • Metropolitan Catholic College Librarians • Modern Language Association • Nassau County Library Association • National Art Education Association • National Association of Campus Activities • National Association of College Admission Counselors • National Association of College and University Business Officers • National Association of Independent Colleges and Universities • National Association of Schools of Music • National Association of Social Workers • National Association of Student Personnel Administrators • National Collegiate Honors Council • National Communication Association • National Council of Teachers of English • National Council of Teachers of Mathematics • National Council for the Social Studies • National Science Teachers Association • National Society of Hispanic MBAs • New York Mental Health Counselors Association (NYMHC A)
Compliance with Federal Regulations

STUDENT-RIGHT-TO-KNOW COMPLETION RATE

The four-year average “Student-Right-to-Know” completion or graduation rate calculation for the 2016-2017 reporting year is 75% for Molloy College, based upon the college’s most recent IPEDS (Integrated Post-secondary Education Data System) reporting.

TEXTBOOK INFORMATION

Information on required textbooks and supplemental materials is supplied on the Bookstore links on the Molloy College website at www.molloy.edu. Information on the link, to the extent possible, includes retail prices for textbooks and supplemental materials.

TITLE IX

Title IX is a federal civil rights law that prohibits discrimination in education:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under an educational program or activity receiving federal financial assistance.”

Any person who believes that discriminatory practices have been engaged in based upon gender may discuss their concerns and file informal or formal complaints of the possible violation of Title IX with the Title IX Coordinator. Molloy’s Title IX Coordinator, Lisa Miller, Assistant Vice President for Human Resources, is located in Kellenberg Hall, K-112. The phone number is 516.323.3046.

Molloy College has identified two Deputy Title IX Coordinators who serve as important points of contact to advise students, faculty, employees, third parties or members of the broader community.

Academics - Marion Flomenhaft, Kellenberg Hall, K-119, 516.323.3023
Athletics - Michael Grasso, Wilbur Arts Building, W-025, 516.323.3602

NONDISCRIMINATION POLICY

Pursuant to College policy, Molloy College is committed to ensuring equal employment, educational opportunity, and equal access to services, programs, and activities without regard to an individual’s race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, or domestic violence victim status. Employees, students, applicants or other members of the College community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic.

The College’s policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to Lisa Miller, Assistant Vice President for Human Resources and Title IX Coordinator, Kellenberg Hall Room 112, 1000 Hempstead Avenue, Rockville Centre, NY 11571 Tel. 516-323-3046; email lmiller@molloy.edu. Inquiries may also be directed to the United States Department of Education’s Office for Civil Rights, 32 Old Slip 26th Floor, New York, NY 10005-2500; Tel. 646-428-3800; Email OCR.NewYork@ed.gov.

ADA AND REHABILITATION ACT

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and its amendments, Molloy College provides reasonable accommodations and services upon request to individuals with documentation supporting a covered disability or chronic illness.

Molloy’s ADA/Section 504 Coordinator is Cari Rose-Tomo in the Casey Center, Room C017. The phone number to contact is 516.323.3315.

FERPA RIGHTS NOTIFICATION

The Family Educational Rights and Privacy Act (FERPA) of 1974, as Amended, affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

- The right to inspect and review the student’s education records within 45 days after the day Molloy College receives a request for access. A student should submit to the registrar, dean, head of the academic department or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Molloy College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student’s education records that the student believes are
inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA.

• A student who wishes to ask Molloy College to amend a record should write the Molloy College official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.

• If Molloy College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. (Molloy College additional information is further described under “Grade Appeals” and “Complaint Procedures” of the college catalog, as well as in the Molloy College Student Handbook.)

• The right to provide written consent before Molloy College discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

• Molloy College discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person who is employed by Molloy College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Molloy College who performs an institutional service or function for which the school would otherwise use its own employees and who
is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Molloy College.

- Upon request, Molloy College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education, concerning alleged failures by Molloy College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

  Family Policy Compliance Office  
  U.S. Department of Education  
  400 Maryland Avenue, S.W.  
  Washington, D.C. 20202-5901

- Molloy College’s public notice on directory information is provided under “Confidentiality and Directory Information” in the catalog.

FERPA permits the disclosure of personally identifiable information (PII) from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information and disclosures to the student. §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student.

- To other school officials, including teachers, within Molloy College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers or parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. {§99.31(a)(1).}

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. {§99.31(a)(2).}

- To authorized representative of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs,
or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation or enforcement or compliance activity on their behalf, (§§99.31(a)(3) and 99.35).

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid or enforce the terms and conditions of the aid. {§99.31(a)(4).}

- To organizations conducting studies for, or on behalf of, the school, in order to (a) develop, validate or administer predictive test; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6).)

- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7).)

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8).)

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9).)

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10).)

- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11).)

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13).)

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14).)

- To parents of a student regarding the student’s violation of any Federal State or local law, or of any rule or policy of
the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15)).

- The disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.

**FERPA NOTICE ADDENDUM**

As of January 4, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstance under which student education records and personally identifiable information (PII) contained in such records - including the student’s Social Security Number, grades or other private information - may be accessed without the student’s consent. First, the U.S. Attorney General, the U.S. Secretary of Education or State and local education authorities (“Federal and State Authorities”) may allow access to student records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researches performing certain types of studies, in certain cases even when the college objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data System, State Authorities may collect, compile, permanently retain and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service and migrant student records systems.

**CONFIDENTIALITY AND DIRECTORY INFORMATION**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Molloy College, with certain exceptions, obtain a student’s written consent prior to the disclosure of personally identifiable information from the student’s education records. However, Molloy College may disclose appropriately designated “directory information” without written consent, unless the student has requested non-disclosure. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. It can be disclosed to outside organizations without prior written consent. Designated directory information at Molloy College includes the following:

- Student’s name
- Address (see policy explanation)
- Telephone listing (see policy explanation)
- Electronic mail address (see policy explanation)
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance (an academic year or semester, not specific daily records)
- Grade level or classification
- Enrollment status (e.g., undergraduate or graduate, full-time or part-time, withdrawn or on leave)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors and awards received
- The most recent educational agency or institution attended
- Student identifications numbers (excludes passwords and PINS)

Molloy College does not give student home addresses or phone numbers to outside callers (family, friends, prospective employers, etc.), but Molloy may use this information to contact the student, to distribute college information for outside organizations and as needed for governmentally mandated institutional reporting to federal and state agencies. Email addresses are available to the campus community through the college email software.

Non-directory information is confidential and is not released without the student’s consent. Items such as a student’s social security number or any parts thereof, GPA, specific disciplinary actions, health status, financial aid awards, billing information, test scores, specific grades received, race, ethnicity, religion, gender or country of origin are confidential. A student must sign a release to have this confidential information given out. Letters of recommendation may only include the student’s GPA or grades in Molloy classes if the student has signed a release.

Students may waive their right to review confidential letters and statements of recommendations under FERPA subject to not being required to do so as a condition of admission to or for receipt of a service or benefit from the institution. The documents that students have waived their rights to access may only be used for the designated purpose. The waiver must be in writing, dated, state the purpose of the disclosure, specify the record to be released, identify the party or class of parties to whom disclosure may be made and signed by the student. All transcripts must similarly be requested by a signed release. Transcript requests will be processed, if the student has no financial and/or other outstanding college obligations. (Contact the specific campus office for instructions on how to request the release of other information.)

Biometric information (records with one or more measurable biological or behavioral characteristics that can be used for identification of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics and handwriting) is considered confidential and will not be released without consent.

Any student who does not want even the standard directory information released without prior written consent, must sign and submit the “Request to Prevent Disclosure of Directory Information” at the Registrar’s Office prior to the second week of the Fall or Spring term. The request will be honored until the end of the academic year. A new form for non-disclosure must be completed each academic year. A “Request to Prevent Disclosure of Directory Information” prevents release of all elements of directory information. Molloy College does not apply a “no release” request differentially to the various directory information elements. (Students should note that the request to withhold directory information may prevent some Molloy College mailings from reaching the student and may delay potential employers.
from gaining essential information needed for background checks. Regardless of the effect upon the student, Molloy College assumes no liability for honoring student’s instructions that information be withheld.)

For health or safety emergency situations, Molloy College Security should be contacted and provided a description of the situation and satisfactory justification for contacting the student. If the situation warrants, Molloy College Security may try to intercede by locating and notifying the student of an emergency. At the discretion of College officials, a limited amount of information may be made to appropriate parties, including parents, in connection with an emergency, when the information is necessary to protect the health and safety of the student or other persons.

On July 1, 2001, the NY State Education Law, Section 2-B (Chapter 214 of the Laws of 2000) became effective, restricting the use of social security numbers from being provided to faculty and staff on identification cards, in student directories and class lists, unless specifically authorized or required by law. Molloy College complies internally with this law to protect students against the invasion of privacy and identity theft.

The only other information that will be released without prior written consent is under those circumstances specified by federal law, such as requests for information governed by the Solomon Act or the Patriot’s Act and by court orders or subpoenas. Disclosure of personally identifiable information to the Immigration and Naturalization Service (INS) is allowed with the student’s consent on the Form I-20.

Requests for viewing and challenging the student’s file should be made in writing directly to the appropriate administrative office. Examples of offices maintaining educational records for such inspection are as follows: Office of Admissions, Office of the Registrar, the Financial Aid Office and Academic Support Services. Students are not allowed access to financial statements of their parents or guardians, confidential statements to which the student has waived access rights or records containing information about another student. Students may challenge the contents of their educational records in accordance with College procedures, as set forth in Molloy College’s Procedure for Compliance and through appeals as described in this catalog and the Molloy College Student Handbook.

DIRECTORY INFORMATION IN THE CLASSROOM

Students cannot choose to be anonymous in the classroom setting. If a student has chosen “no release” for his or her directory information, that does not mean that an instructor cannot call on him or her by name in class or that the student’s email address, username or photo cannot be displayed on an electronic classroom support tool such as discussion board, blog or chat feature. (C.F.R. 99.37(c) of the 2009 FERPA regulations). Currently, students may choose to opt out of sharing their photo with a class in the Learning Management Software (LMS) through their account in Lion’s Den. Students may not prevent the instructor of the class seeing the entire class photo.

At Molloy, courses supported by websites and/or discussion groups
have extra precautions and security to not inadvertently display or release non-directory student information. The faculty member and the students in discussion sites are reminded that discussion threads should not be shared with others outside the class without permission of the author to do so.

Podcasting a class that includes class discussions may not be done without the student’s express written permission. The instructor can offer a voluntary “public” version of his/her course but cannot compel students to participate.

Admissions

Admissions Requirements - Freshmen

Entrance requirements include graduation from high school or equivalent* with 20.5 units, including the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Those who plan to major in mathematics must have 4 units of high school mathematics and 2 units of science, including either chemistry or physics. Biology majors must have biology, chemistry, physics and 4 units of mathematics. Nursing majors must have biology and chemistry. Cardio-Respiratory Science majors must have biology, chemistry and mathematics. Nuclear Medicine majors must have high school algebra and biology. Applicants lacking above requirements will be reviewed on an individual basis.

*Applicants who apply with a General Equivalency Diploma (GED/TASC) must submit an official high school transcript, as well as a copy of their GED/TASC Score Report. Applicants wishing to pursue a New York State High School Equivalency Diploma should refer to the catalog section on “Academic Policies and Procedures” for additional information.

*Applicants who are home schooled must either:

- Obtain a letter from their local school district officials confirming that the student has received and education “substantially equivalent” to instruction given to students graduating their district high school.

- Take and pass a Test Assessing Secondary Completion (TASC), formally known as a GED, and receive a high school Equivalency Diploma from their State Education Department.

Official SAT/ACT scores are required for all students who are applying within 1 year of HS graduation.

ENTRANCE EXAMINATIONS

Entrance examinations should include one of the following tests:

- Scholastic Achievement Test (SAT). Information may be obtained through the high school guidance office or by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540.

- American College Test (ACT). Information may also be obtained through the high school guidance office or by writing American College Testing Program, P.O. Box 168, Iowa City, Iowa 52250.

CRITICAL READING/Writing Placement

All entering freshmen who score a minimum of 26 on the Reading subscore of the EBRW section of the SAT exam are exempt from reading courses. Those who score a 25 are required to take ENG 1010 and pass the course with a minimum grade of “C”.

Students who score below 25 are required to take ENG 090. Students who pass ENG 090 but with a grade below “C” must take ENG 1010; students who fail ENG 0900 must repeat ENG 0900.

Essay subscores from the SAT exam will be used for placement in writing courses. Students who do not score a minimum of 26 on the Writing and Language SAT section are required to take and pass ENG 1000 with a grade of “D” or better; however, this requirement
is waived for students who transfer in ENG 1100.

**ENGLISH AS A SECOND LANGUAGE PLACEMENT TEST**

All entering freshmen and transfer students whose native language is not English are required to take an English Placement Test in the Modern Language Department to be given by the coordinator of English as a Second Language. This test assesses grammar, vocabulary, reading and listening comprehension skills. Testing dates are made available through the Modern Language Department each semester.

Students with combined test scores of 90 or higher are not required to take ESL courses. Students with combined test scores of 89 or lower will be placed in appropriate level ESL courses in consultation with the ESL coordinator and departmental chairperson.

**MATHEMATICS ENTRANCE REQUIREMENT**

All entering freshmen who do not score a minimum of 490 on the Math section of the SAT or a 19 on the Math section of the ACT are required to take and pass MAT 0710, with a minimum grade of “C”, before they may take any mathematics course for credit. Students who do not have a Math SAT or ACT score must take and pass a placement exam before they take any mathematics course for credit. Students who do not pass the exam must take and pass MAT 0710, with a minimum grade of “C”, before they may take any mathematics course for credit.

**ADMISSIONS APPLICATION PROCEDURES**

Application procedure is initiated by filing an application with the Office of Admissions and carefully following the directions on the application. Upon receipt of academic credentials, SAT/ACT scores (Freshmen only), the application and a Non-refundable Application Fee, the Admissions Committee considers applications for admission. Although not required, a personal interview is strongly suggested to clarify Molloy’s programs to the applicant.

Applicants for Music Performance and Music Therapy majors should contact the Music Department to arrange for an audition and theory examination prior to receiving a decision from the Admissions Office. Applicants for Theatre Arts will be required to audition. Applicants for Art should contact the Art Department to arrange for a portfolio review.

The Committee for Admissions reviews credentials and notification of the decision of this committee is made to all applicants who complete the application procedure.

Acceptances are based on rolling admissions. To receive confirmation of acceptance, a candidate must submit a $400.00 Non-refundable Confirmation Deposit, which is required as soon as possible after acceptance or by the date specified in the acceptance letter.

All students must submit documentation of immunization as mandated by the New York State Public Health Law. Students born after January 1, 1957 must submit documentation of immunization to Measles (2 doses), Mumps and Rubella.

It is recommended that all students have a current physical and tuberculin test (PPD) prior to college studies.

**EARLY ACTION ON ADMISSION**

Early action on admission will be made promptly on applications received by December 1 of the senior year from well-qualified students who have filed all their credentials with the Admissions Office.

**EARLY ADMISSIONS FOR FRESHMEN**

Selected students with superior academic achievement through three years of high school may be admitted to Freshman status prior to completing high school graduation requirements. High school recommendations supporting the applicant’s social and academic maturity are required. A personal interview is required.

**Admissions Requirements - Transfer Students**

Transfer students must follow the regular admission procedure. Additionally, they must forward all official college transcripts from
previously attended institutions. Transfer students may request an interview for an evaluation of credits before they file an application. Transfer students who do not have an Associate’s Degree or higher must submit a copy of their high school transcript as proof of high school graduation. Transfer students should have applications and all necessary transcripts submitted by January 1 for admission in the Spring semester and by August 15 for admission in the Fall semester. Programs with limited enrollment capacities may have earlier deadlines.

Transfer students must be in good academic standing at their previous college in order to be accepted into Molloy College, carrying a minimum cumulative grade point average of 2.0 for most majors. Only credit hours are accepted in transfer; the cumulative average begins with a student’s first semester at Molloy.

The Admissions Office will do a credit evaluation either during the applicant’s interview or upon acceptance into the college. The “status sheet,” part of the student’s acceptance package, indicates those courses which are accepted for credit, and identifies all other coursework needed by the student to complete his/her degree at Molloy. The last 30 credits toward graduation normally must be completed at Molloy. In addition, students must take at least one-half of the major requirements at the College. Any exception to this must be obtained in writing from the office of the Vice President for Academic Affairs.

Students transferring in the AA, AS or the AAS degree will have all General Education Requirements waived except for three credits in Theology and Religious Studies and three credits in Ethics unless these credits are transferred in and accepted at the time of admission.

Students electing to complete a minor at the college must take at least one-half of the requirements for the minor at Molloy.

Transfer allied health applicants must have a minimum cumulative grade point average of 2.5 in previous college work in order to be
considered for admission. Applicants may be required to have an interview with the program director at the department’s discretion.

Transfer education applicants must have a minimum cumulative grade point average of 2.7 in previous college work in order to be accepted into Molloy’s teacher certification programs (Childhood, Adolescence and Special Education). Students who would be entering Molloy with more than junior status (64 credits) are encouraged to arrange for an interview with an Admissions Counselor in order to discuss possible program options. Education students must attend Molloy full-time days during Phase II and III of the teacher certification program.

Transfer nursing applicants fall into three categories: those who are registered nurses with Associate Degrees in Nursing, registered nurses with diploma school backgrounds and those who wish to enroll at Molloy as generic nursing students. Generic nursing applicants must have a minimum cumulative grade point average of 3.0 in previous coursework to be considered and have taken at least secondary school biology and chemistry in recent years. Registered nurses must have a minimum cumulative grade point average of 2.5 and must hold a New York State license for registered professional nurses valid for the semester in which they intend to enroll.

Transfer social work applicants are required to arrange for an interview with the Director of Social Work for formal acceptance into the program and must have a minimum cumulative grade point average of 2.7.

Transfer speech language pathology applicants must have a minimum cumulative grade point average of 2.5 in previous college coursework in order to be considered for admission.

TRANSFER OF COLLEGE CREDITS

Transfer students who have attended two-year colleges will be awarded credit for their previous coursework up to a maximum of 64 credits. Programs with established articulation agreements may award additional credits. Students transferring in with an AA, AS, or AAS degree will have all General Education Requirements waived except for three credits in Theology and Religious Studies and three credits in Ethics unless these credits are transferred in and accepted at the time of admission.

Transfer students who have attended four-year institutions will be awarded credit for their previous coursework up to a maximum of 98 credits. Students entering into a bachelor’s degree program at Molloy who already hold a bachelor’s degree from another accredited institution will receive 98 credits in transfer and will have all General Education requirements waived.

Transfer credit is awarded only for courses with grades of “C” or better from the institution at which these courses were completed. Courses with grades lower than “C” are considered only if a degree was completed at the school where the credits were taken. In such a case, “D” credit, which was part of the program leading toward that degree will be acceptable or unacceptable in the same way a grade of “D” at Molloy would be applied (i.e., not in the Major, where a grade of “C” or better is required). For Nursing and Allied Health Programs, a minimum grade of C+ is required for credit in all science courses.

For all transfer students, the grade of “P” will be considered for transfer credit, to be used in the same way that the Pass/Fail rules at Molloy allow. The “P” grade must be the equivalent of a “C” grade at the institution where the credits were completed to be considered unless, again, a degree was completed.

Transfer students coming from unaccredited colleges or schools are required to complete a minimum of 30 credits in residence before receiving credit for their previous applicable coursework.

The total number of credits earned prior to admission through independent study, advanced placement and credit by examination (CLEP, RCE, REDE), may not exceed 46.

ADVANCED PLACEMENT EXAM TRANSFER CREDIT

Advanced Placement credit will be granted by Molloy College to qualified students based on a score of “3” or better on the Advanced Placement Examination of the College Entrance Examination Board. Students anticipating a major in Biology need a minimum score of “5” to award Advanced Placement credit in Biology and/ or Chemistry. A score of “3” or better will be considered for general elective credit. Official score reports must be forwarded to the Admissions Office in order to be granted credit.

CLEP EXAM TRANSFER CREDIT

Credit will be awarded to students with a passing score on their CLEP examination (College Level Examination Program). For more information, see “Credit by Examination” in this catalog. Official score reports must be forwarded to the Admissions Office in order to be granted credit.
FRESHMEN TRANSFER OF COLLEGE-LEVEL WORK

Entering freshmen who have completed college coursework while still in high school are required to have the transcripts of all completed college courses sent by the registrar of the college(s) to Molloy’s Admissions Office in order to be granted credit. Credit is awarded for grades of “C” or higher for coursework taken in Liberal Arts and Sciences.

International Students

International students must follow the regular freshmen, transfer, and graduate admissions procedures, including the submission of secondary school and any previous college transcripts. Transcripts must be evaluated by World Evaluation Services. Evaluations from other agencies will not be accepted. For those students whose native language is not English, the TOEFL exam will be required, with a minimum score of 550 paper based, 213 computer-based, 79 internet based exams or a 6.5 score on IELTS.

International students who will apply for an I-20 (certificate of eligibility for F-1 status) must provide documentation of available funds and support. Funds for tuition, fees, books, housing and personal expenses are required. All required documentation must be on file and approved before an I-20 can be issued. International students can access the necessary paperwork on Molloy’s website.

Non-Matriculated Students

Non-matriculated students may pursue courses at the college providing they are academically qualified and meet the prerequisites for those courses. Should a non-matriculated student decide to work toward a degree, he or she must follow the regular application procedures and fulfill the entrance requirements of the college. Non-matriculated students should be aware that normally no more than 12 credits completed at Molloy as a non-matriculated student may be used to fulfill requirements for a degree. Students wishing consideration for matriculated status should contact the Office of Admissions.

Readmission Policies

Students who stop attending college for more than two semesters or who submit the “Separation From College Form” to officially leave Molloy are considered “withdrawn officially”.

These students if wishing to return to Molloy must submit a Readmission Application with an application fee to the Admissions Office. Students wanting to be on a temporary leave for up to two semesters off may retn without going through Admissions for readmission. (Refer to “Academic Policies” for more information.)

Prior records that are kept by the Registrar’s Office will be retrieved and processed for readmission. All outstanding transcripts must be forwarded to the Admission’s Office for evaluation. Students who have been withdrawn from Molloy for more than five (5) years must resubmit all of their credentials, as the original documents will no longer be on file. Molloy coursework and grades earned are kept permanently.

Readmitted Students: Readmitted students must be in good academic and financial standing in order to return to Molloy.
Readmitted students are required to meet existing admission standards and program requirements at the time of re-application. The statute of limitation for previously completed coursework, which is accepted for readmission, is limited by each division. (See the “Degree and Graduation Requirements” section of the Catalog and each program’s specific policies.)

Readmitted students must pursue and satisfy the current undergraduate catalog requirements in effect when readmitted. These catalog requirements include the current course requirements, academic standards for progression and graduation, as well as any conditions set by the department.

Temporary Leaves From College: Matriculated students may request a temporary leave for either one or two consecutive semesters off by submitting the “Separation From College Form” online through their student account in Lions Den, along with the “Withdrawal Consequences Form for Financial Aid”. A temporary leave allows students to take up to one year off and return to their current program of study under their existing catalog requirements without applying for readmission. (See Academic Policies section of the Catalog for details.)

Expenses

The College and its Board of Trustees reserve the right to adjust these charges to reflect economic conditions. All costs for tuition, room, board and fees - including course fees - are for the 2019-2020 academic year. The Bursar’s Office can supply information on the changes in costs for the 2020-2021 academic year once it becomes available in May of 2020.

LIABILITY AND STUDENT RESPONSIBILITY

It is the responsibility of the student to ensure that Molloy College has a correct mailing address at all times. Failure to receive a Student Statement of Account will not exempt the student from the responsibility to pay the balance on the assigned due date, nor will it exempt the student from having a Bursar Hold placed on their account. The student may also be liable for late penalties. Accounts with outstanding unpaid balances may be assigned to a collection agency. The student is responsible for payment of all financial obligations including all costs associated with the collection of this debt; on a past due account this can include a collection fee of up to 25% and any legal or attorney fees, if legal action is deemed necessary.

STUDENT MEDICAL INSURANCE PLAN

All full-time undergraduate students are required to carry Medical Insurance* This once-a-year fee is charged in the fall semester. If a student is currently covered by another policy of greater or equal value, the Molloy Insurance may be waived by completing an online waiver. Online waivers may be accessed in the “My Finances” tab of the Lion’s Den Student Portal. Students must read and follow all the instructions on the online form. Waiver requests may be submitted via the web each Fall by October 1st. Waiver requests submitted after this deadline cannot be accepted. Student Medical Insurance must be waived electronically each year if not desired.
New full-time undergraduate Spring students only: Students will be charged for Student Medical Insurance on a partial year fee basis. This insurance may also be waived in the same manner as done in the Fall. For new Spring students only, online waiver requests must be completed and submitted via the web by February 1st. Waiver requests submitted after this deadline cannot be accepted.

Students who were part-time in the Fall Semester and full-time in the Spring Semester: These students will automatically receive insurance coverage for the Spring and will automatically be charged the partial-year fee. Any student already covered by another policy, may complete and submit an online waiver request via the web by February 1st. Waiver requests submitted after this deadline cannot be accepted.

Please note that by submitting this waiver form, you represent that all the information entered is true, complete and accurate to the best of your knowledge and that you understand any false statements may result in disciplinary proceedings.

Clinical Students: All students attending a clinical program are required to carry professional liability insurance under a group plan sponsored by Molloy.

International Students: International students must have health insurance that meets all Affordable Care Act (ACA) guidelines. You may elect to waive the school insurance if your existing health insurance plan meets the ACA guidelines. If you have any questions, contact the Office of Admissions at internationaladmissions@molloy.edu.

*All full-time undergraduate students of Molloy College are automatically charged for this coverage. Part-time students with at least 6 credits can request enrollment in the insurance plan. Part-time students who wish to participate in the plan should complete an online enrollment form or contact the insurance company directly. The cost of the annual coverage is $2,608.00. The cost to enroll only for the Spring Semester is $1,517.00.

CONFIRMATION DEPOSITS

Prior to the General Registration all first-time students, new Transfer and Readmitted students are required to pay a $400 NON-REFUNDABLE Confirmation Deposit, which will be applied to the student’s tuition charges. This is a one-time payment. Continuing students and students returning within the limits of the permitted leave are excluded from making a deposit.

NOTE: Payment of the Confirmation Deposit does not guarantee eligibility for registration.
**BURSAR HOLDS**

Continuing students need a zero balance in order to participate in subsequent registrations and to have official transcripts released. Bursar Holds will be placed on those accounts that have an unpaid balance.

**UNDERGRADUATE EXPENSES**

Students may view tuition and the schedule of fees at [www.molloy.edu/admissions-and-aid/tuition-and-fees](http://www.molloy.edu/admissions-and-aid/tuition-and-fees)

### 2019 - 2020:

#### TUITION (Payable Each Semester)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 to 16 credits</td>
<td>$15,665.00</td>
</tr>
<tr>
<td>Each additional credit over 16*</td>
<td>$1,040.00</td>
</tr>
<tr>
<td>Below 12 credits (per credit)</td>
<td>$1,040.00</td>
</tr>
</tbody>
</table>

**GENERAL FEE (Payable Each Semester)**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more credits</td>
<td>$200.00</td>
</tr>
<tr>
<td>8 to 11 credits</td>
<td>$125.00</td>
</tr>
<tr>
<td>4 to 7 credits</td>
<td>$100.00</td>
</tr>
<tr>
<td>1 to 3 credits</td>
<td>$65.00</td>
</tr>
</tbody>
</table>

#### REGISTRATION FEE (Payable Each Semester)

<table>
<thead>
<tr>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>$75.00</td>
</tr>
</tbody>
</table>

#### STUDENT MEDICAL INSURANCE PLAN

May be waived on Lion's Den

- Annual rate (Fall) Approximately $2,608.00
- Partial rate (Spring) Approximately $1,517.00

#### STUDENT ACTIVITIES (Payable Each Semester)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more credits</td>
<td>$100.00</td>
</tr>
<tr>
<td>8 to 11 credits</td>
<td>$65.00</td>
</tr>
<tr>
<td>4 to 7 credits</td>
<td>$50.00</td>
</tr>
<tr>
<td>1 to 3 credits</td>
<td>$35.00</td>
</tr>
</tbody>
</table>

(For complete breakdown of costs, see Student Affairs)

#### TECHNOLOGY FEE (Payable Each Semester)

<table>
<thead>
<tr>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>$260.00</td>
</tr>
</tbody>
</table>

*Molloy College Honors Program students who register for up to 18 credits will be exempted from the “Each Additional Credit Over 16 Credits” charges up to 18 credits. This exemption for the “Each Additional Credit Over 16 Credits” charge does not apply to the students in the Business Honors Program. Five Year Education courses at the graduate-level are not exempted from extra charges.

**SUMMER NOTE:** Students registering for Summer sessions are charged the General Fee and the Registration Fee for each
**Session (or summer subterm) for which the student registers into Summer courses.** See the “Registration Guide” booklet for the fees schedule per session and the Refund Policies during the Summer.

**Undergraduate Fully Online Programs:** Pricing below is applicable to students enrolled in one of the following **fully online programs:**

- Degree Completion Program in Interdisciplinary Studies
- Degree completion Program in Health Service Leadership
- Degree Completion for RN’s

**Tuition** $525.00 per credit

**Technology Fee** $340.00 flat fee

**Please note:** Although Molloy College offers several **fully online courses**, students enrolled in programs other than the ones listed above are charged at the regular undergraduate tuition rate listed in the previous section of this page – *even if they are taking a fully online course.*

Students who take courses outside the fully online requirements (i.e., taking a course held on the Molloy Campus or a hybrid course – *even just one course*) will no longer be considered enrolled in the fully online program and will be charged at the regular undergraduate tuition rate from that point until program completion.

For more information about Molloy College’s fully online programs please go to:


Below are the room and board rates for the upcoming academic year:

**2019 - 2020:**

**Fitzgerald Hall**

<table>
<thead>
<tr>
<th>ROOM RATES</th>
<th>PER SEMESTER</th>
<th>PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FH - Suite Single Room</td>
<td>$6,560.00</td>
<td>$13,120.00</td>
</tr>
<tr>
<td>FH - Suite Double Room</td>
<td>$5,890.00</td>
<td>$11,780.00</td>
</tr>
<tr>
<td>FH - Single Room</td>
<td>$6,310.00</td>
<td>$12,620.00</td>
</tr>
<tr>
<td>FH - Double Room</td>
<td>$5,370.00</td>
<td>$11,480.00</td>
</tr>
<tr>
<td>FH - Converted Triple</td>
<td>$4,610.00</td>
<td>$9,220.00</td>
</tr>
</tbody>
</table>

**Maria Regina Hall**

<table>
<thead>
<tr>
<th>ROOM RATES</th>
<th>PER SEMESTER</th>
<th>PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>MR - Suite Single Room</td>
<td>$6,560.00</td>
<td>$13,120.00</td>
</tr>
<tr>
<td>MR - Single Room</td>
<td>$6,310.00</td>
<td>$12,620.00</td>
</tr>
<tr>
<td>MR - Triple Room</td>
<td>$4,810.00</td>
<td>$9,620.00</td>
</tr>
<tr>
<td>MR - Double Room</td>
<td>$5,740.00</td>
<td>$11,480.00</td>
</tr>
<tr>
<td>MR - Converted Triple</td>
<td>$4,610.00</td>
<td>$9,220.00</td>
</tr>
<tr>
<td>MR - Converted Double</td>
<td>$5,060.00</td>
<td>$10,120.00</td>
</tr>
</tbody>
</table>

**Bogner Hall**

<table>
<thead>
<tr>
<th>ROOM RATES</th>
<th>PER SEMESTER</th>
<th>PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Room</td>
<td>$6,310.00</td>
<td>$12,620.00</td>
</tr>
<tr>
<td>Double Room</td>
<td>$5,740.00</td>
<td>$11,480.00</td>
</tr>
<tr>
<td>Triple Room</td>
<td>$4,810.00</td>
<td>$9,620.00</td>
</tr>
</tbody>
</table>

**Meal Plan charges are in addition to room charges:**

All students living in the residence hall must participate in one of the following meal plan options:

<table>
<thead>
<tr>
<th>MEAL PLANS</th>
<th>PER SEMESTER</th>
<th>PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold Plan: Declining Balance A</td>
<td>$2,040.00</td>
<td>$4,080.00</td>
</tr>
<tr>
<td>Silver Plan: Declining Balance B</td>
<td>$1,825.00</td>
<td>$3,650.00</td>
</tr>
<tr>
<td>Bronze Plan: Declining Balance C</td>
<td>$1,610.00</td>
<td>$3,220.00</td>
</tr>
<tr>
<td>Ruby Plan: Declining Balance D</td>
<td>$1,180.00</td>
<td>$2,360.00</td>
</tr>
</tbody>
</table>

**Residential Life Payment Policy:** Dorm and Meal Plan charges must be paid in full by the student, prior to the move-in date. Resident students are offered the following payment options for their room and board charges:

- **Payment - Out of Pocket:** Students have the option of paying out-of-pocket for their room and board charges by the semester bill due date.

- **Payment - Financial Aid:** Students may request that their excess approved financial aid funds help cover all, or part of the costs of room and board. However, for financial aid funds to be considered, all financial aid documents must be in place, Master Promissory Note (MPN) signed, and loan approval received, by the Office of Financial Aid.

- **Financial Aid Processing Tip:** When applying for Federal Direct Parent Loan (PLUS) and/or Alternative Student Loan (ALT), students and their parents are encouraged to apply for the PLUS and/or ALT loans at least 45 days prior to the start of the semester.

**Resident Hall Advisors:** Payment waivers for resident hall advisors (RA’s) are processed by the Office of Residence Life. If a student is expecting a resident hall waiver and it is not reflected on the student account, please contact the Director of Residence Life.

**GRADUATE-LEVEL EXPENSES POLICY**

Tuition and fees for all students are based upon the student’s current division and program of study. Students who have graduated are considered graduate-level whether they are matriculated or non-matriculated.

**Dual Degree Programs:**

Dual degree program students in business, criminal justice, music
therapy and nursing will be allowed to complete **two to three**
designated graduate-level courses as noted in the dual degree
undergraduate requirements at the undergraduate full-time flat
tuition rate. The undergraduate full-time flat tuition rate applies
only to the Fall and Spring terms for only the designated courses,
when taking 12-16 credits.

**Dual Degree Education Program:**

During the first three years, Education students in the dual-
degree, Bachelor’s/Master’s programs will be charged the flat
undergraduate tuition rate. These students will be allowed to take
up to 6 credits of designated graduate-level courses during Year
Three. (See applicable courses listed below)

In the first semester of Year Four, Education in the dual-
degree, Bachelor’s/Master’s programs will be charged the flat
undergraduate tuition rate. These students will be allowed to
take up to 9 credits of designated graduate-level coursework. (See
applicable courses listed below)

In the second semester of Year Four, Education in the dual-degree,
Bachelor’s/Master’s programs will be charged **per credit at the
applicable UG or graduate rate per credit.**

In Year Five, Education in the dual-degree Bachelor’s/Master’s
programs will be charged **per credit at the applicable UG or
graduate per credit rate.**

**Applicable Year Three/Year Four - Semester 1 Graduate
Coursework**

Childhood/Special Education: EDU 5240, 5275
Adolescent/Special Education: EDU 5240, 5061, 5275
Childhood/TESOL: EDU 5252, 5253, 5254
Adolescent/TESOL: EDU 5240, 5252 5253, 5254
Students must follow the Education Grid progression plan - See EDU advisor

The Office of the Bursar will carefully review all dual degree student accounts to ensure accurate billing.

**SPECIAL FEES**

FEES for individual courses are noted within their course descriptions and are applied to registrations for courses in all terms.

**Remedial Course Fees:** Some special remedial courses, while not credit-bearing, are charged according to credit hour equivalency. These are noted as credit-equivalent under the individual course description.

**2019-2020:**

<table>
<thead>
<tr>
<th>FEES AND COSTS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application Fee (Undergraduate):</strong></td>
<td>$40.00</td>
</tr>
<tr>
<td>Non-refundable</td>
<td></td>
</tr>
<tr>
<td><strong>Reapplication Fee (Undergraduate):</strong></td>
<td>$40.00</td>
</tr>
<tr>
<td>Non-refundable</td>
<td></td>
</tr>
<tr>
<td><strong>Tuition Confirmation Deposit:</strong></td>
<td>$400.00</td>
</tr>
<tr>
<td>Non-refundable (New and readmitted students)</td>
<td></td>
</tr>
<tr>
<td><strong>Housing Deposit for New In-Coming Residents:</strong></td>
<td>$500.00</td>
</tr>
<tr>
<td>Non-refundable</td>
<td></td>
</tr>
<tr>
<td><strong>Housing Deposit for Continuing Residents:</strong></td>
<td>$350.00</td>
</tr>
<tr>
<td>Non-refundable</td>
<td></td>
</tr>
<tr>
<td><strong>Graduation Application Fee:</strong></td>
<td></td>
</tr>
<tr>
<td>Payable upon filing application:</td>
<td></td>
</tr>
<tr>
<td>By deadline:</td>
<td>$220.00</td>
</tr>
<tr>
<td>After deadline:</td>
<td>$260.00</td>
</tr>
<tr>
<td><strong>Diploma Replacement Fee:</strong></td>
<td>$50.00</td>
</tr>
<tr>
<td><strong>Returned Check Fee:</strong></td>
<td>$25.00</td>
</tr>
<tr>
<td><strong>Special Payment Arrangement Fee:</strong></td>
<td>$75.00</td>
</tr>
<tr>
<td><strong>Student Teaching Fee:</strong></td>
<td>Fees vary</td>
</tr>
<tr>
<td>(See course descriptions for fees)</td>
<td></td>
</tr>
<tr>
<td><strong>Credit by Examination - Per Course:</strong></td>
<td>$200.00</td>
</tr>
<tr>
<td><strong>Life Experience Fee - Per Course:</strong> (See</td>
<td>$300.00</td>
</tr>
<tr>
<td>Academic Affairs for more information)</td>
<td></td>
</tr>
<tr>
<td><strong>Prime Charge - Per course:</strong></td>
<td></td>
</tr>
<tr>
<td>(Plus payment for any special course fees)</td>
<td>$50.00</td>
</tr>
<tr>
<td>See Special Molloy Programs, Centers and Institutes</td>
<td></td>
</tr>
<tr>
<td>for details.</td>
<td></td>
</tr>
<tr>
<td><strong>Molloy Challenge Exams</strong> (Sitting Fee - $100)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER FEES AND COSTS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alumni Lifetime Scholarship for Auditors:</strong> (All</td>
<td></td>
</tr>
<tr>
<td>non-tuition fees are charged) See “Scholarships”</td>
<td>Varies</td>
</tr>
<tr>
<td><strong>Transcript Fee for All Students:</strong> (The fee for all</td>
<td></td>
</tr>
</tbody>
</table>
| transcripts Official, student copy or additional copies
| sent to any address is $5.00 per copy.)              | $5.00 |
| **Molloy College reserves the right to revise fees as necessary.**|

**ESTIMATED COST OF ATTENDING MOLLOY COLLEGE** (Exclusive of tuition and fees):

| Room and Board (Off-campus, living with parent)      | $4,722.00|
| Room and Board (Off-campus, not living with parent)  | $9,436.00|
| Room and Board (On-campus, resident students)        | $13,895.00|
| (Average)                                            |       |
| **Books and Supplies**                               | $1,470.00|
| (Non-Resident)                                       |       |
| $5,940.00                                              |       |
| (Residents)                                            |       |
| $0.00                                                 |       |
| (CAP21 Residents)                                     |       |
| $1,800.00                                             |       |
| **Personal**                                          | $3,864.00|

*For further details contact the Office of the Bursar.

Tuition, fees or other student expenses billed to Molloy College by independent college programs or institutes, other educational institutions or outside agencies are not covered by any tuition remission or scholarship programs granted by Molloy College.

**PAST-DUE BALANCE POLICY**

Students are responsible for the payment of tuition/room and board bills by the due date as stated on the Student Statement of Account Invoice. The following information includes the billing process and procedures regarding student account balances.

It is the responsibility of the student to ensure that the billing address is correct.

The exact due date will be printed on the initial billing invoice. This date is linked to the General Registration date. On or after this date, any student who registers for Fall or Spring semesters must pay in full upon registration.

**Payment for the Fall Semester is due early August, as noted in the Academic Calendar.**

**Payment for the Spring Semester is due early January, as noted in the Academic Calendar.**

Students who fail to comply with the statement due date will receive monthly past due invoices for a minimum of three invoices.
per semester. In addition, a Bursar Hold will be placed on the student account.

The consequences of a Bursar Hold include:
- The student will be prevented from making any changes to their current registration.
- The student will not be permitted to register for any upcoming semesters.
- Clearance to take state or professional examinations will not be granted.
- Requests for copies of Official Transcripts will not be accepted.

To avoid having a Bursar Hold placed on the student’s account, students may take the following steps:
- Complete all financial aid paperwork according to the filing deadlines. (Failure to complete required financial aid documents in a timely manner causes delays in the awarding of student aid and will result in a past-due balance and a Bursar Hold)
- Pay tuition and fees in full, in advance, if financial aid is not yet in place.
- Apply for loans (federal/private) before the payment due date.
- Arrange to have payment vouchers for Employer Tuition Deferment Plans on file in the Bursar’s Office prior to the start of classes each term.

Arrange for the Monthly Payment Plan with TMS/Nelnet to sufficiently cover each semester’s charges for tuition and fees.

After an account is 60 days past due, account holders may expect to receive Molloy College reminder letters. In addition, a Late Fee, not exceeding $15 may be imposed on any outstanding balance 60 days and older.

An invoice that is 120 days past due may be turned over to a collection agency. This action will result in a collection fee of up to 25% of the outstanding balance. The collection fee will be added to the past-due balance owed to Molloy. Accounts turned over to a collection agency may affect the student’s personal credit rating.

If the account placed in collections remains unpaid after one year and must be placed with a second collection agency, the fee may be up to 33 1/3%.

**IMPORTANT:** No student will be allowed to register for a new academic semester owing money from a previous semester.

**Note:** Summer courses must be paid by the publicized due date. Non-payment will result in deregistration.
PAYMENT METHODS

On-line Secure Payments

Electronic check and credit card (Mastercard/Visa/Discover) payments may be made online through CASHNET by using your Lion’s Den account.

Payments by Mail or In-Person

Payment may be made by the following methods: Cash, check, money order, credit card (Visa, MasterCard or Discover), Monthly Budget Plan or through Financial Aid eligibility.

All checks should be made payable to Molloy College and include the student identification number on the check. The student account ID number is located in the upper left-hand corner of the Student Statement of Account.

By submitting a check for payment of a bill, Molloy College will be authorized to convert that check into an Automated Clearing House (ACH) debit transaction.

Checks returned to Molloy College for insufficient funds will be subject to a $25 transaction fee. Immediately upon notification of the returned check, the amount must be replaced with cash, credit card or money order. Any student having a second check returned for insufficient funds will not be allowed to use a personal check in the future.

Payment for summer classes is due on or before the second week of April. For students registering after the second week of April, payment is due at the time of registration. There are no payment plans for summer classes.

Monthly Budget Plan

Molloy College participates in a deferred payment plan through TMS/Nelnet. This is an independent agency. Students who elect to use this method of payment must contact TMS/Nelnet directly. It is the responsibility of the account holder to accurately determine the monthly payment amount. A formula for determining this payment is included in the information from TMS/Nelnet.

Acceptable payment methods are check, money order, ACH (automatic debit from checking or statement savings) or wire. Credit cards are not accepted.

When setting up a monthly payment plan with TMS/Nelnet, in addition to tuition fees, students may include housing and meal plan charges. Total budgeted amounts must result in a zero balance (or credit balance) on the student account to enable the student to be cleared to move in. All payments must be made on TMS/Nelnet on time to prevent a hold being placed on the account.

Third Party Employer Billing

For students whose employers offer an education benefit, Molloy College will send a bill directly to the employer for payment provided that the Office of the Bursar receives written authorization to bill the employer. The authorization must indicate that payment will be made upon receipt of the bill and that proof of payment and/or satisfactory grades are not required for payment. This authorization form must be submitted to the Office of the Bursar for processing each semester that the student is requesting employer billing.

The Office of the Bursar must receive documentation prior to payment due dates as noted in this section under “Collection Policies and Guidelines.”

Tuition Vouchers and Discounts

Cooperating Teacher Vouchers: Unexpired cooperating teacher vouchers may be presented to the Bursar’s Office at the time of registration. These vouchers can only be applied to the term for which the student is currently enrolled - they cannot be used to pay balances from previous semesters. The amount of the voucher will be deducted from the student’s tuition charge. Expired vouchers are not valid and cannot be applied to a student’s account. The value of a Cooperating Teacher Voucher is equal to the per credit charge based on student enrollment.

Cooperating teacher vouchers are applied to tuition only and cannot exceed the tuition charge. If a student submits cooperating teacher vouchers that exceed the tuition cost for the semester, the student has the option of forfeiting the excess voucher credit or withholding one or more vouchers to be used in a subsequent semester. Please note, the student is liable for any balance that may result from any of these options.

If a student acquires a credit balance from the use of co-op vouchers which are used in addition to tuition based aid, this credit is non-refundable. The institutional aid (grants and scholarships) will be adjusted accordingly.

Please note: No more than four credits in vouchers will be accepted per academic semester.

Tuition Deferment Vouchers: Students receiving any type of Tuition Deferment must present the completed/authorized Tuition Deferment Application form at the time of registration to the Office of the Bursar. All charges not covered by the Tuition Deferment must be paid by the due dates listed previously.

Tuition Credit Vouchers: The value of a Tuition Credit Voucher cannot exceed the student’s tuition charges. Tuition Credit Vouchers can only be applied to tuition. (All fees, course fees, and other costs to attend are not covered.)

Molloy Discount Policy: Molloy discounts, when used in conjunction with a Tuition Credit, are taken off the amount due for tuition after the Tuition Credit Voucher is applied to the bill. Molloy discounts do not apply to fees, course fees and other costs. Discounts on certain vouchers cannot be combined.

Note: Discounts will be adjusted in accordance to any withdrawal for insufficient funds will be allowed to use a personal check in the future.

Office of the Bursar’s Contact Information

Bills are required to be paid in full by the due date. The payment due date for the fall semester is early August and spring semester is early January.

Mail payments directly to:

Molloy College
Office of the Bursar
P.O. Box 1110
Rockville Centre, NY 11571-1110

31
Students may contact the Office of the Bursar by calling 516.323.4100 or by faxing 516.323.4115, and/or emailing officeofthebursar@molloy.edu with questions about bills.

For in-person service, the office is located in the Wilbur Arts Center, W-234.

Students may also visit the Molloy College website at www.molloy.edu and on the homepage click on “Online Student Access” to log into the Lion’s Den portal, and click on the “My Finances” tab to view billing and payment information online.

REFUNDS

FULL TERM

When a student withdraws from any full term course or courses by filing a written formal withdrawal notice with the Registration Office, refunds will be granted for Tuition/Housing ONLY as follows:

(Fees are non-refundable*)

<table>
<thead>
<tr>
<th>DUE MOLLOY</th>
<th>REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the beginning of the semester</td>
<td>0%</td>
</tr>
<tr>
<td>Within the first week</td>
<td>0%</td>
</tr>
<tr>
<td>Within the second week</td>
<td>25%</td>
</tr>
<tr>
<td>Within the third week</td>
<td>50%</td>
</tr>
</tbody>
</table>

After the third week 100% No Refund

*Fees are non-refundable beginning on the start date of the semester or term as noted in the Academic Calendar.

Unofficial withdrawals will be calculated using the last date of attendance as reported by the professors.

The above refund policy is based on 100% payment. If a student on the Deferred Payment plan withdraws owing a partial payment, the student is responsible for the balance due up to the time of withdrawal. Unofficial withdrawals will be calculated using the last date of attendance as stated above.

Special fees are not refundable. The effective date of withdrawal for refund, if any, will be the date when formal written notice is filed with the Registrar’s Office or, in the case of withdrawal by mail, the official postmarked date of the correspondence.

The College reserves the right to change the requirements, tuition and fees whenever the proper authorities deem such changes necessary. Special fees may be announced for special courses as need arises. Transcripts, degrees and related documents will be withheld until all financial obligations are settled. Student declaration of bankruptcy may not be a condition which releases these documents.

Students are liable for all costs in the collection of delinquent accounts and all applicable late fees.
NOTE: Deadlines for specific semesters are listed in the Registration Guides. Also, information regarding tuition and payments is available on the Molloy website at: www.molloy.edu/about-molloy-college/offices-and-services/bursar.

TUITION REFUND POLICY

SUBTERMS:

For 7-week Subterm

<table>
<thead>
<tr>
<th>DUE MOLLOY</th>
<th>REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the beginning of subterm</td>
<td>0%</td>
</tr>
<tr>
<td>Within the first week</td>
<td>0%</td>
</tr>
<tr>
<td>Within the second week</td>
<td>50%</td>
</tr>
<tr>
<td>After the second week</td>
<td>100%</td>
</tr>
</tbody>
</table>

Other Subterms (Shorter than 7 weeks)

<table>
<thead>
<tr>
<th>DUE MOLLOY</th>
<th>REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the beginning of subterm</td>
<td>0%</td>
</tr>
<tr>
<td>Within the first week</td>
<td>0%</td>
</tr>
<tr>
<td>After the first week</td>
<td>100%</td>
</tr>
</tbody>
</table>

Please Note: All online classes start on the begin date of the class.

CREDIT BALANCES

Molloy College has partnered with BankMobile to process student refunds, when credit balances exist. Students are directed to log into the following website: https://www.refundselection.com and choose to have refunds electronically deposited to an existing bank account or to open a BankMobile VIBE account.

TITLE IV AID WHEN A STUDENT WITHDRAWS

Students receiving Federal Title IV funds who withdraw completely from Molloy, will have their Federal Title IV awards and loans prorated and refunded to the federal programs based upon the number of days in attendance. The amount of assistance that a student has earned is determined on a pro rata basis. For example, if the student has completed 30% of the period of enrollment (or the semester), the assistance earned is 30% of the assistance that the student was scheduled to receive. For any student who attends more than 60% of the semester, the student earns all of the assistance that was scheduled and no Title IV funds must be returned. Students will still be liable for any balance on the cost of their tuition and fees based upon Molloy’s schedule for refunds, regardless of the amount of Federal Title IV funds that have to be returned to the federal programs.

Unofficial withdrawals will be calculated based on the last date of attendance, in order to determine return of federal financial aid awards.

Students, who did not receive all of the funds earned may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, students may choose to
Some Title IV funds that the student was scheduled to receive cannot be earned once the student withdraws because of eligibility requirements. For example, a first-time, first-year undergraduate student must complete the first 30 days of a program before withdrawing to earn any Direct Loan funds.

Students (or on behalf of student, the school or the student’s parent for a PLUS Loan) must return excess or unearned Federal Title IV funds. The school must return a portion of the excess amount equal to either the lesser of the institutional charges multiplied by the unearned percentage of funds or the entire amount of excess funds.

If the school is not required to return all of the excess funds, the student (or the parent for a PLUS Loan) must return the remaining excess amount.

Any amount of unearned grant funds that must be returned are called an overpayment. The amount of a grant overpayment that must be repaid is half of the unearned amount. Arrangements must be made with the college or the Department of Education for the return of unearned grant funds.

Federal Title IV funds are returned in the following order:
- Federal Unsubsidized Direct Loans
- Federal Subsidized Direct Loans
- Federal Perkins Loans
- Federal Plus Direct Loans (for graduate students)
- Federal Plus Direct Loans (for parents)
- Federal Pell
- Academic Competitiveness Grants (ACG)
- National SMART Grants
- Federal Supplemental Educational Opportunity Grants
- Teachers Grant
- Other Title IV Aid Programs
- The student

For questions about the Title IV program funds, students can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1.800.433.3243). TTY users may call 1.800.730.8913. Information is also available on Student Aid on the web at www.studentaid.ed.gov. Molloy’s Office of Financial Aid can assist students with questions on the impact to financial aid awards and the consequences of stopping attendance during the term. The last date a student attends is the beginning of the 6 months grace period for loan or in-school deferments before repayments must begin.

Financial Aid

Financial assistance is available to students to help pay for their educational costs. Molloy College participates in the Federal and State financial aid programs, as well as offering Institutional support in the form of grants and scholarships. Financial aid is also available in the form of loans and work-study programs.
All students who wish to be considered for financial aid (including Scholarships) must file the Free Application for Federal Student Aid (FAFSA) or the FAFSA Renewal Application. Legal New York State residents who will attend full-time must also file the New York State Express Tuition Assistance Program Application (ETA) with New York State Higher Education Services Corporation (NYSHESC). The Tap Application can be filed electronically at www.hesc.ny.gov after the FAFSA is filed with the Federal processor. To receive maximum consideration for the different financial aid programs, it is suggested students file their application for the following academic year as of October 1st. Priority consideration for institutional awards will be given to those students whose processed forms are received by March 1st. Students must re-apply for financial aid every academic year. Renewal of awards is not automatic.

**Note:** Students receiving Institutional Awards (Molloy Scholars, Dominican Scholarships, Athletic Scholarships, Community Scholarships, etc.) must file the FAFSA as of October 1st for the following academic year or very soon thereafter. The Financial Aid Office must receive the student’s required documentation and FAFSA no later than March 1st for the upcoming academic year.

### Federal Aid Programs

**ELIGIBILITY:** To be eligible for Federal Financial Aid, the student must:

- Maintain Satisfactory Academic Progress and Program Pursuit (as defined in the Academic Progress Requirements for Financial Aid section).
- Be either a U.S. citizen or an eligible non-citizen.
- Have no debt from a defaulted guaranteed education loan.
- Owe no refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant.
- Meet Selective Service requirements.
- Be enrolled as a regular student in an eligible program.
- Have a high school diploma or a GED (General Education Diploma) certificate or the student must pass an independently administered test approved by the U.S. Department of Education, or meet other standards that New York State establishes that are approved by the U.S. Department of Education.

Please be advised that all federal financial aid programs are subject to change based on government allocations and regulations.

**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT:** a federally sponsored program, administered by the College and limited to students with exceptional financial need. Need is determined by the FAFSA.

**FEDERAL PELL GRANT:** Available to undergraduate eligible full-time or part-time students for a maximum of 12 semesters. Eligibility is based on financial need and funding. Student must meet federal academic standards to receive grant. Award amount is based on need and is determined by the Free Application For Federal Student Aid (FAFSA).

**TEACH GRANT:** Full-time or part-time students who are completing or plan to complete coursework that is needed to begin a career in teaching, and who agree to serve for at least four years as a full-time teacher in a high-need field, in a school serving low-income students. Amounts are up to $4,000 per year. Renewal is contingent upon full-time or part-time status, a 3.25 GPA and FAFSA renewal. In addition, students must renew the Teach Grant agreement and complete the Entrance Interview each academic year. Students must continue to be enrolled in eligible degree programs.

**FEDERAL COLLEGE WORK-STUDY PROGRAM:** Co-sponsored by the Federal Government and Molloy College to provide assistance to students with financial need. Filing a FAFSA as well as Satisfactory Academic Progress and Program Pursuit is required to determine eligibility. **Community Service:** Community service positions for students participating in the Federal College Work Study Program (FCWS) are made available. Students interested in the community service aspect of FCWS should contact the Financial Aid Office.

**AID TO NATIVE AMERICANS:** U.S. Bureau of Indian Affairs offers grants to needy applicants who are one-quarter American Indian, Eskimo or Aleut and have certification of tribal membership. Awards vary depending on student’s need. Student must file annually with the Bureau of Indian Affairs.

**FEDERAL DIRECT LOAN PROGRAM:** Eligibility for Federal Direct Loan program is determined by filing the FAFSA. For loan recipients the Financial Aid Office will certify eligibility for all loans. The student goes to www.studentloans.gov and completes the Master Promissory Note (MPN) for Subsidized/Unsubsidized Direct loans. The Parent will also use the website to apply for the Direct Parent Plus Loan.

**Annual Loan Limits—Subsidized Direct Loan**

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>$3,500</td>
<td>$4,500</td>
<td>$5,500</td>
<td>$5,500</td>
</tr>
</tbody>
</table>

**Annual Loan Limits—Unsubsidized Direct Loan**

(less amount in Subsidized Direct Loan)

<table>
<thead>
<tr>
<th></th>
<th>Dependent</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>$5,500</td>
<td>$9,500</td>
</tr>
<tr>
<td>2nd Year</td>
<td>$6,500</td>
<td>$10,500</td>
</tr>
<tr>
<td>3rd Year</td>
<td>$7,500</td>
<td>$12,500</td>
</tr>
<tr>
<td>4th Year</td>
<td>$7,500</td>
<td>$12,500</td>
</tr>
<tr>
<td>Graduate/professional</td>
<td>$20,500</td>
<td></td>
</tr>
</tbody>
</table>

**SUBSIDIZED DIRECT LOANS:** The origination fee is up to 2.0% and may be deducted proportionately from the loan proceeds. Student must be enrolled for at least six credits per term, and must demonstrate financial need as defined by federal regulations.

**UNSUBSIDIZED DIRECT LOANS:** The origination fee is up to 2.0%
and may be deducted proportionately from the loan proceeds. Student must be enrolled for at least six required credits per term and Graduate students must be enrolled for at least 4.5 required credits per term.

FEDERAL DIRECT PARENT PLUS LOANS (Undergraduate Student):

Eligibility: PLUS Loans are available to parents of dependent students. Parents who have no adverse credit history are eligible for PLUS Loans. Student must be enrolled at least half time (six credits or more).

Possible Amounts: Maximum amount of eligibility is determined by the cost of attendance less any financial aid awarded to the student.

Repayment Information: Parents enter repayment 60 days after the loan is fully disbursed unless a deferment form is submitted to the loan servicer. Interest begins to accrue from the date proceeds are sent from the Department of Education to Molloy College. The interest rate and origination fees are established by Congress and are subject to change each academic year. Please contact the Financial Aid Office for additional information.

FEDERAL DIRECT PARENT PLUS LOANS (GradPLUS):

Eligibility: Available to Graduate and Professional Degree students. Applicants must not have an adverse credit history, and must be enrolled for at least 4.5 degree required credits per term.

Possible Amounts: Maximum amount of eligibility is determined by the cost of attendance less any financial aid awarded to the student.

Repayment Information: Students enter repayment 60 days after the loan is fully disbursed. Interest begins to accrue from the date proceeds are sent from the Department of Education to Molloy College. The interest rate and origination fees are established by Congress and are subject to change each academic year. Please contact the Financial Aid Office for additional information.

CONSOLIDATION LOAN: A loan is considered a consolidation loan when an eligible lender pays off existing student loans and creates one new loan. Loans are eligible for consolidation if existing loans total at least $7,500. Loans must be in repayment (or have entered a grace period) before they can be consolidated. If a loan is in default, the loan can be consolidated only if, before applying for consolidation, satisfactory repayment arrangements have been made with the holder of the loan. The interest rate on a consolidation loan depends on the interest rates of the loans consolidated. The repayment period is from 12 to 30 years, depending on the amount to be repaid. All student loans are eligible for consolidation, except for Federal PLUS loans made before October 17, 1986. Note that consolidation does not increase existing loan limits.

NY State Financial Aid Programs

TAP: The Tuition Assistance Program (TAP) is a grant program for New York State residents attending college in the State.
Undergraduate: Undergraduate students are eligible for up to 4 years of TAP for full-time study or up to 5 years in programs approved as 5 year bachelor degree programs by the NYS Commissioner of Education or approved programs such as EOP, HEOP, SEEK or CD.

Eligibility: To be eligible for the Tuition Assistance Program, the student must:

- Be enrolled as a full-time student (at least 12 credits) with all 12 credits applicable to the student's declared program of study
- Have a NYS net taxable income not exceeding the income limits for this program
- Be a resident of New York State
- Be either a U.S. citizen, permanent resident alien, conditional entrant or refugee
- Be matriculated in an approved program of study and be in good academic standing
- Be charged a tuition of at least $200.00 per year
- Not be in default on a guaranteed student loan, or have made the required payments under the Renewed Eligibility for Financial Aid program

Note: Part-time students at approved schools in New York State who were first-time freshman in 2006-2007 may be eligible for Part-time TAP beginning in 2007-2008. Part-time TAP is not the same as Aid for Part-Time Study (APTS).

Approved Programs: The following programs of study are approved for TAP:

- College degree, certificate or diploma programs
- Hospital nursing and X-ray programs
- Two-year programs in registered private business schools

Annual Awards: The amount of TAP award will depend on these factors:

- The academic year in which the student first receives payment of TAP or any State award
- The tuition charged
- The New York State net taxable income for the student's family
- The type of school the student will attend (degree or non-degree)
- The student's financial status (dependent or independent)
- Other family members enrolled in college

The minimum undergraduate award is $500. The maximum awards are shown in the following charts.

Students may estimate the amount of their TAP awards by using the maximum annual TAP award or tuition charge, whichever is less (use the following charts to find maximum award amounts).

That figure is reduced according to the amount of prior-year family net taxable income. Family net taxable income includes the parent's and, if married, the spouse's income less deductions and exemptions. The student reports this income on the financial aid application. The higher the income reported, the lower the award will be. Students cannot receive more than the tuition charged by the student's school.

Undergraduate awards for students who are financially dependent on their parents or who are financially independent and are married or have tax dependents and who are attending degree-granting or not-for-profit institutions such as colleges, community colleges or universities:

<table>
<thead>
<tr>
<th>Maximum Annual Award</th>
<th>Family Net Taxable Income Cannot Exceed</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,165</td>
<td>$80,000</td>
</tr>
</tbody>
</table>

Undergraduate awards for students who are financially independent and single without tax dependents, and who are attending degree-granting or not-for-profit institutions, such as colleges, community colleges or universities:

<table>
<thead>
<tr>
<th>Maximum Annual Award</th>
<th>Student Net Taxable Income Cannot Exceed</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,025</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

Please Note: All state programs are subject to New York State budget appropriations.

Adjustment to Income Resulting in a Higher Award—When calculating an undergraduate award, the student's net taxable income is further reduced if other family members are enrolled in post-secondary education as full-time students—$3,000 for the first, $2,000 for each additional.

Financial Independence—If the student is financially independent of his/her parents, the parent's income is not used in calculating the award. Only the student's income (and the spouse's) is used. Financial independence is granted to applicants who are:

- Age 35 or older before July 1 of the academic year for which assistance is sought.
- Age 22 to 34, who have not been claimed as a dependent for tax purposes for the previous and current academic years, and have not nor will not live with their parents for more than 6 consecutive weeks, nor receive more than $750 annually from their parents for the previous, current or subsequent academic years.
- Undergraduates under age 22, who meet the conditions outlined for students 22 to 34 years of age, and meet certain very specific additional conditions. See the college financial aid administrator.

PART-TIME TAP

Part-time students attending State University of New York (SUNY), City University of New York (CUNY), or not-for-profit independent degree granting colleges in New York State who were first-time, full-time freshmen in 2006-2007 or thereafter may be certified as eligible for Part-time TAP (PT-TAP) beginning in 2007-08.

To be eligible for PT-TAP a student must:
• Be a first-time freshman in the 2006-07 academic year or thereafter;
• Students enrolled in 12+ credits but less than 12 applicable credits are not eligible for PT-TAP
• Have earned 12 credits or more, at an approved institution of two consecutive semesters (one-time requirement);
• Have a minimum cumulative “C” average;
• Be taking at least six (6), but fewer than twelve (12) credits per semester (at least four (4), but fewer than eight (8) credits per trimester/quarter).

In addition, the student must meet all other TAP eligibility requirements.

Part-Time Credits

Semester Schools

Partial payment will be made for students taking 6-11 credits as indicated in the chart below:

<table>
<thead>
<tr>
<th>Points Accrual for Part-time TAP Payments</th>
<th>Semester Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>Percent of Full Award</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>6</td>
<td>50.00%</td>
</tr>
<tr>
<td>7</td>
<td>58.34%</td>
</tr>
<tr>
<td>8</td>
<td>66.67%</td>
</tr>
<tr>
<td>9</td>
<td>75.00%</td>
</tr>
<tr>
<td>10</td>
<td>83.34%</td>
</tr>
<tr>
<td>11</td>
<td>91.67%</td>
</tr>
</tbody>
</table>

AID FOR PART-TIME STUDY (APTS): This program provides up to $2,000 per year for New York State Residents, part-time undergraduate study at participating degree granting institutions in New York State. Award amounts are determined by the college and cannot exceed tuition costs. Not all schools participate in this program, and the amount of funds available to participating institutions is limited. To be eligible, a student must enroll part-time as a matriculated student in an approved undergraduate degree program or registered certificate program at a degree-granting institution. Part-time study is defined as enrollment of at least 3 credits but no more than 11 credits. There must be a tuition charge of at least $100 per year.

Income Limits: The following income limits are in effect:
• Dependent students or independent students who have dependents other than a spouse, net taxable income cannot exceed $50,500.
• Independent students with no dependents other than a spouse, net taxable income cannot exceed $34,250.

YELLOW RIBBON PROGRAM: The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate.

For more information on this program call U.S. Department of Veterans Affairs 1.800.442.4551. You may also contact the Financial Aid Office at 516.323.4200.
VETERANS TUITION AWARDS: Provides awards for full-time and part-time study to eligible veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State.

MILITARY SERVICE RECOGNITION SCHOLARSHIPS: Provides financial aid to children, spouses and financial dependents of those who, while New York State residents in service in the Armed Forces of the United States or state organized militia, at any time on or after August 2, 1990, died, became severely and permanently disabled, or was classified as missing in action in a combat zone while engaged in hostilities or training for hostilities.

NYS REGENTS AWARDS FOR CHILDREN OF DECEASED AND DISABLED VETERANS: Provides $450 per year to students whose parent(s) served in the U.S. Armed forces during specified periods of time and died as a result of such service, was discharged under other than dishonorable conditions and suffers a 40% or more disability as a result of such service, is now deceased and suffered a 40% or more disability as a result of such service, is classified as a former prisoner of war, or is classified as missing in action. The veteran must be a current New York State resident or have been a New York State resident at the time of death or classification as missing in action.

RECRUITMENT INCENTIVE AND RETENTION PROGRAM: Provides financial aid to any active member who has successfully completed advanced individual training or commissioning and other requirements of the NYS Division of Military and Naval Affairs for tuition benefit eligibility upon his or her enrollment in a degree-producing curriculum in any institution. Information and applications for this program may be obtained from the NYS Division of Military and Naval Affairs.

For additional information on New York State Scholarships visit the website at www.HESC.com or call 1.888.697.4372.

DREAM ACT: The Senator Jose Peralta New York State DREAM Act gives undocumented and other students access to New York State – administered grants and scholarships that support their higher education costs.

For additional information, please visit: https://www.hesc.ny.gov/dream/

Scholarship and Award Funds

REGENTS AWARDS FOR CHILDREN OF DECEASED AND DISABLED VETERANS: Provided to students whose parent(s) have served in the U.S. Armed Forces during specified periods of war or national emergency.

MEMORIAL SCHOLARSHIPS FOR CHILDREN OF DECEASED POLICE OFFICERS, FIREFIGHTERS AND CORRECTION OFFICERS: Up to full-tuition and fees awarded yearly for full-time study in the State.

NEW YORK STATE MATH AND SCIENCE TEACHING INCENTIVE SCHOLARSHIP: provides grants to eligible full-time undergraduate or graduate students in approved programs that lead to Math or Science teaching careers in secondary education.

NEW YORK STATE WORLD TRADE CENTER MEMORIAL SCHOLARSHIP: guarantees access to a college education for the families and dependents of the victims who died or were severely and permanently disabled in the September 11, 2001 terrorist attacks and the resulting rescue and recovery efforts.

Progression Requirements for Financial Aid

Financial aid recipients are required to maintain Satisfactory Academic Progress in order to continue to receive financial aid.

A student must remain in good academic standing to receive funding under the Federal and State aid programs.

There are two distinct measures of satisfactory academic progress: a “quantitative” measure, the number of credits that the student is completing and a “qualitative” measure, the student’s cumulative grade average. Students are required to meet both standards to remain in good academic standing.

The following information outlines the minimum academic requirements in order to receive financial aid.

TAP (TUITION ASSISTANCE PROGRAM) NEW YORK STATE PROGRESS REQUIREMENTS:

Program Pursuit: A student must achieve a passing or failing grade and complete a certain percentage of their full-time course
load in order to receive a state award during the subsequent semester (grades of "W" or "WA" or "WF" are not included) Full-time is defined as a minimum of 12 credits or the equivalent.

**Satisfactory Academic Progress:** The following chart lists the minimum standards of satisfactory progress that a student must maintain to continue their TAP eligibility for each subsequent semester:

**Calendar Semester (Non-remedial Students)**

<table>
<thead>
<tr>
<th>Payment Number</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th*</th>
<th>10th*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Earned</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
<td>66</td>
<td>81</td>
<td>96</td>
<td>111</td>
</tr>
<tr>
<td>GPA</td>
<td>0</td>
<td>1.5</td>
<td>1.8</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Calendar Semester (Remedial Students)**

<table>
<thead>
<tr>
<th>Payment Number</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th*</th>
<th>10th*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Earned</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
</tr>
<tr>
<td>GPA</td>
<td>0.0</td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*NOTE: Only students enrolled in an approved five-year program (e.g., HEOP) are eligible to receive a 9th or 10th semester TAP payment.

For students who received New York State Tuition Assistance (TAP) for the first time beginning in the 2015-2016 academic year and forward, please visit: www.molloy.edu/admissions/financial-aid.com for additional information. Students who have lost eligibility for a state award due to failure to meet the academic progress requirements in a given semester will lose TAP eligibility for the following semester. If this occurs, eligibility will be reinstated at the time the student again meets the requirements. A one-time waiver is given if an extenuating circumstance occurred which affected the student’s academic performance. For example: The student had a serious illness or death in the family. Details on how to apply are available in the Financial Aid Office.

**FEDERAL FINANCIAL AID ACADEMIC PROGRESS REQUIREMENTS:**

The following chart shows the minimum standards required for a full-time student in order to maintain eligibility for federal financial aid:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

In addition, students are required to maintain a pace that will enable them to complete their degree within the federally mandated time frame. For example, full-time students must complete their bachelor’s degree within six years. After six years, the student is no longer eligible for Federal Financial Aid. To maintain “pace” requirements, students at Molloy College must complete 67% of all attempted credits. For more information, contact the Financial Aid Office at 516.323.4200.

- “Successfully completed” is defined as having received grades of “A”, “B”, “C”, “D” or “P”. Grades of “F”, “W”, “WA” or “WF”, “I” or “NA” do not constitute a successful completion. The credit equivalency of remedial classes will be considered in determining progress for those students who are required to enroll in remedial classes.
- Starting in 2011-2012, as per new Federal regulation, a student who fails to meet one or more of the satisfactory academic progress requirements will lose their eligibility to receive financial aid. A student who has lost eligibility for financial aid due to failure to meet the academic progress requirement will regain eligibility when it has been determined that they are again meeting the standards.
- A student who fails to meet one or more of the satisfactory academic progress requirements will be placed on financial aid probation for the subsequent semester. A student who fails to meet the academic progress requirements at the end of the probationary period will lose his/her eligibility to receive financial aid. A student who has lost eligibility for financial aid due to a failure to meet the academic progress requirements will regain eligibility when it has been determined that the student is meeting these standards.
- A student who loses his/her eligibility may appeal this determination if there are serious circumstances which affected the student’s performance. For example: a serious illness or a death in the family. A student who wishes to apply for an appeal must submit a
letter detailing the special circumstance along with substantiating documentation to the Financial Aid Office.

• A student may not exceed 150% of the time required to complete their course of study.

• A student may receive aid for a maximum of 4 classes being repeated because they failed to achieve a satisfactory grade in the class.

• For additional information regarding Federal and State progress requirements, visit www.molloy.edu/admissions/financial-aid.

Scholarships

Institutional Scholarships

A large number of full and partial tuition scholarships are available to entering full-time students at Molloy College. Full-time is defined as a minimum of 12 credits per semester. Most scholarships are based entirely on academic record, without regard for need, while others are awarded on the basis of the analysis received from the Federal Processor, together with the student’s academic credentials. Students with a high average and strong SAT or ACT scores will automatically be considered for scholarships.

Scholarships must be renewed by filing the FAFSA and TAP Application for the following academic year. Full and partial scholarships and grants, in combination with all New York State aid, may not exceed charges for tuition. Scholarship applicants are urged to apply early in the school year since scholarships are awarded on a priority basis and are subject to the current budget. Recipients must maintain a required cumulative index and FULL-TIME STATUS for renewal of their scholarships and awards. Unless otherwise noted, all institutional scholarships are awarded for a maximum of 8 consecutive semesters. The Administration reserves the right to withdraw scholarships or awards if these requirements are not met. (Please see “Academic Policies and Procedures” section of the catalog for an explanation of cumulative average.)

ALUMNI LIFETIME SCHOLARSHIPS: Graduation for Molloy students is truly a commencement. Former students with Molloy degrees and no longer pursuing a program of study as matriculated students may return as nondegree auditors as often as they choose on a space available basis, to audit courses at the level in which the degree was awarded. With the payment of general, registration and course fees, alumni are forever welcome at Molloy. Growth, recreation and enhancement of the person are lifelong endeavors, totally congruous with Molloy’s “Lifetime Scholarships.” Courses that have been audited will be recorded and listed on the student’s transcript as part of the academic record. Registration will be on a space available basis after the term begins and after add/drop is over for the continuing students. At no time will credit be granted for audited courses. Auditing is not allowed in the professional courses, such as those involving fieldwork or clinicals or courses such as Study Abroad, internships, capstones or other courses where it is not appropriate. See Registrar for more information.

ATHLETIC GRANTS: Grants up to full tuition are given to full-time students based on athletic ability. Recipients must maintain a minimum cumulative index of 2.0, file the required financial aid applications annually and continue to participate in the sport for which the grant was given.

EAGLE SCOUT AWARD SCHOLARSHIP: This scholarship of $1,000, per academic year is awarded to a freshman candidate who is an Eagle Scout Award recipient. Molloy College is proud to offer a limited number of these special incentive awards to talented young men to encourage educational success.

FINE ARTS SCHOLARSHIPS: These scholarships are awarded to entering full-time freshmen who are adjudged to have exceptional talent or have achieved proficiency in art or music. Qualifications are demonstrated through audition, the submission of a portfolio or other documented experience. Recipients must major in the areas for which the scholarships are awarded and maintain at least a 3.0 cumulative average for a maximum of 8 consecutive semesters for renewal. Recipients must also file the required financial aid applications annually for renewal of this scholarship.

GIRL SCOUT GOLD AWARD SCHOLARSHIP: This scholarship of $1,000 per academic year is awarded to a freshman candidate who is a Girl Scout Gold Award recipient. Molloy College is proud to offer a limited number of these special incentive awards to talented young women to encourage educational success.

HIGH SCHOOL SCHOLAR’S GRANT: Grants of $1,000 are awarded to students who have completed a Molloy College course in high school and who enroll for full-time study at Molloy for their freshman year. The grant is renewable for up to four years of full-time undergraduate study. Grant recipients are required to maintain a 2.5 cumulative GPA and file the FAFSA for each year of enrollment at Molloy.

MOLLOY COLLEGE COMMUNITY SERVICE AWARD: Partial tuition awards ranging from $500 to $5,000 per year are awarded to incoming students who have demonstrated a commitment to their community and school. They are renewable annually for a maximum of 8 consecutive semesters. Criteria for renewal are a minimum GPA of 2.5 and continued commitment to community service through college activities.

MOLLOY COLLEGE GRANT: Institutional grant money is awarded to students who demonstrate financial eligibility as determined through the financial aid forms. Renewal of this institutional grant money is not automatic; the student must file the appropriate forms annually to demonstrate financial need. Additionally, the student must be full-time and maintain a minimum cumulative grade point average of 2.0.

MOLLOY SCHOLAR’S: A limited number of full tuition scholarships are available for entering full-time freshmen. Awards are based on academic achievement and college aptitude test scores. These awards are competitive. Minimum
eligibility requirements for consideration are a 95% high school average and either a minimum score of 1300 combined from evidence-based reading and writing (EBRW) and math, or a 28 on the ACT. Students must maintain a minimum cumulative index of 3.5 for a maximum of 8 consecutive semesters taking a maximum of 16 credits each semester for renewal. Recipients must also file the required financial aid applications annually for renewal of this scholarship. Application deadline: Dec 15th.

PHI THETA KAPPA SCHOLARSHIP: These scholarships of $1,000 per academic year are awarded to undergraduate incoming transfer students who are members of the Phi Theta Kappa International Honor Society of the Two-Year College. Recipients must maintain a 3.0 GPA and file the required financial aid applications annually for scholarship renewal.

PRESIDENTIAL DOMINICAN ACADEMIC SCHOLARSHIPS: These partial tuition scholarships, ranging from $5,000 to $22,000, are based on academic achievement. Recipients must be first semester full-time freshmen who must maintain at least a 3.0 cumulative index for a maximum of 8 consecutive semesters for renewal. Recipients must also file the required financial aid applications annually for renewal of this scholarship. Application deadline: March 1st.

TRANSFER SCHOLARSHIPS: Scholarships ranging from $1,500 to $5,000 are awarded to full-time undergraduate transfer students who have completed at least 30 credits of full-time course work at a previous college. Recipients must be transferring in a minimum cumulative index of a 3.0. For nursing majors, a 3.3 cumulative index is required. Recipients must also file the required financial aid applications annually for renewal of this scholarship.

Renewal of the scholarship in the dual degree programs is contingent upon maintaining the cumulative GPA designated upon receiving the scholarship and attending on a full-time basis. Recipients must also file the required financial aid applications annually for renewal of this scholarship. The financial aid office reserves the right to withdraw a student from consideration of the scholarship if he/she is not meeting the basic criteria outlined above. Additionally, recipients may not simultaneously receive a graduate assistant award and a Transfer Scholarship.
TUITION REDUCTION FOR RELATIVES ATTENDING: A reduction in tuition of $1000 granted to the lower classman attending full-time when more than one member of the immediate family, living in the same household, is already enrolled as a full-time student in the college.

Funded Scholarships for Incoming Students (through Admissions)

A number of scholarships are available for incoming undergraduate new students for various award amounts. Some of the scholarships are one-time and some are renewable annually, as indicated. Application by incoming students and renewals of these scholarships are made through the Office of Admissions. These scholarships are awarded for four years (eight semesters); unless otherwise noted as one time.

AMANDA ROSE KANOWITZ SCHOLARSHIP: This scholarship is awarded to a full-time incoming freshman. The student must demonstrate financial need and have a cumulative index of at least 2.8.

BARBARA ELLEN BLACK FAMILY SCHOLARSHIP: This scholarship is awarded annually for four consecutive years to a full-time, incoming freshman who has demonstrated financial need. Award amounts vary; renewable annually.

BIOLOGY FOUNDING FACULTY SCHOLARSHIP: Is awarded to an incoming first year student majoring in Science. Award amounts vary.

BISHOP JOHN R. MCGANN SCHOLARSHIP: This scholarship is awarded annually to an incoming freshman student. Preference given to a graduate of a Diocesan High School. Award amounts vary; renewable annually.

BOGNER LEADERSHIP THROUGH SERVICE SCHOLARSHIP: This scholarship is awarded to a senior at a Catholic High School in the Diocese of Rockville Centre who is applying to Molloy College. Applicants must have demonstrated leadership and commitment to their community and have achieved high academic standards. Award amounts vary; renewable annually.

CLASS OF 1968 SCHOLARSHIP: Awarded to an incoming freshmen who has established financial need and has a GPA of 3.0. It is desirous of the donors, that when possible, this award will be given to an incoming female freshmen as a dedication to their time at Molloy from 1965-1969 when it was Molloy Catholic College for Women.

DR. ALLEN RAUCH MEMORIAL SCHOLARSHIP: Awarded to an incoming freshmen majoring in Education with a Science concentration, who has demonstrated financial need and has a cumulative index of 3.0.

DR. ROSE ANN NAUGHTON MEMORIAL SCHOLARSHIP: This scholarship is awarded to a full-time Nursing student pursuing a Master’s Degree in Nursing. The student should ideally be carrying nine credits per semester, but no less than six credits per semester and demonstrating financial need.

EVELYN AND THOMAS BARRY SCHOLARSHIP: This scholarship is awarded to incoming first year students majoring in Education. Applicants must have a high school index of 3.0. Award amounts vary; renewable annually.

F. HENRY BENACK SCHOLARSHIP: This scholarship is awarded to a full-time incoming freshman having graduated from a Catholic High School and demonstrating financial need.

F. LIDDELL MEMORIAL MUSIC THERAPY SCHOLARSHIP: This scholarship is awarded to an incoming freshman whose major is Music Therapy and demonstrates financial need. Award amounts vary; renewable annually.

GUTTERMAN’S INC. SCHOLARSHIP: This scholarship is awarded to a full-time incoming first year student with a minimum cumulative index of 3.0.

JOAN ROBERTS MEMORIAL SCHOLARSHIP: Awarded to a full-time incoming freshman who majors in theatre-arts; including screen writing, playwright, music compositions, and dramatic arts. This student must demonstrate financial needs and have a cumulative index of at least 3.0.

JULIUS AND MARY PINZ POETRY SCHOLARSHIP: This scholarship is awarded to students with a cumulative index of 3.3, an English major and have demonstrated financial need.

LEIDNER SCHOLARSHIP: This scholarship is awarded to an incoming first year student. Award amounts vary; renewable annually.
LOUIS AND PAULINE CESTARI SCHOLARSHIP: This scholarship is awarded to an incoming freshman with the strongest qualifications weighted on the merits of scholastic achievement (50%) and community service (50%).

MANCINO FAMILY SCHOLARSHIP: This scholarship is awarded annually to an incoming freshman who meets the criteria established by the Admissions Office. This scholarship can be renewable for up to four years.

MARY GAY MCGRATH MEMORIAL FUND: Is used to supplement the half tuition discount awarded to students involved in the partnership between Marianist Community at Kellenberg Memorial and Molloy College. Award amounts vary; renewable annually.

MAURA V. BEATTIE SCHOLARSHIP: Awarded to a student majoring in math and demonstrates financial need.

MAUREEN T. WHITE SCHOLARSHIP: This scholarship is awarded to a highly motivated, full-time Nursing Student in the third year of the Nursing Program, who has demonstrated financial need along with the potential for leadership in nursing, and has a certain minimum cumulative index.

MAX AND ROSE NEIDICH NURSING SCHOLARSHIP: This scholarship is awarded to an incoming full-time freshman enrolled in the Nursing Program who has demonstrated commitment to their community and has unmet financial need. Renewable annually.

MICHAEL P. HOFFMAN “CHANGING OUR WORLD” SCHOLARSHIP: Is awarded to full-time students who have demonstrated a commitment to community transformation. The student is also required to have a cumulative index of 2.5 and demonstrate financial need.

MONSIGNOR MCCLANCY MEMORIAL SCHOLARSHIP: This scholarship is awarded to a new first time, full-time freshman every four years. This student must maintain a certain minimum cumulative index.

NURSING SCHOLARSHIP: This scholarship is awarded to incoming first-year or transfer student majoring in Nursing. Award amounts vary; renewable annually.

REVEREND THOMAS M. CATANIA MEMORIAL SCHOLARSHIP: This scholarship is awarded to an incoming full-time freshman traditional English major. The student must demonstrate leadership skills and scholarly promise, and has superior facility with language made evident in the student’s admission essay.

ROBERT CATELL SUSTAINABILITY SCHOLARSHIP: This scholarship is awarded to a student who has an interest in pursuing course work leading toward a career in sustainable and environmental issues.

ROBERT KINPOITNER, Ph.D. SCHOLARSHIP: This scholarship is awarded to an incoming freshman English major.

ROCCO JOHN FILAZZOLA, Ph.D. BIOLOGY SCHOLARSHIP: This
scholarship is awarded to a full-time freshman, preference given to a Biology major who has demonstrated financial need; with a cumulative index of at least 3.0.

**ROCHELLE PINZ, LPN, CSWR SOCIAL WORK SCHOLARSHIP:** This scholarship is awarded to a full-time, first-year or transfer student who has a superior academic record and is majoring in Social Work. Renewable each year for four years.

**ROCHELLE PINZ, LPN, CSWR, MUSIC THERAPY SCHOLARSHIP:** This scholarship is awarded to a full-time, first-year or transfer student who has a superior academic record and is majoring in Music Therapy. Renewable each year for four years.

**RUTH AND JOHN MCSWEENEY SCHOLARSHIP:** This scholarship will be awarded to incoming freshman Nursing student. Award amounts vary; renewable annually.

**SISTER M. LEO FRANCIS MONAGHAN SCHOLARSHIP:** This scholarship is awarded to a full-time student, with preference given to an incoming freshman, interested in Biology, Chemistry or Environmental Studies. This student should exemplify the mission and philosophy of Molloy College. Scholarship is renewable annually.

**SISTER MARY CAROL GABRIEL MEMORIAL SCHOLARSHIP:** This scholarship is awarded to a full-time incoming freshman majoring in the Humanities or Social Sciences and demonstrates financial need.

**SISTER NIVARD STABLE, O.P. SCHOLARSHIP:** This scholarship is awarded to a full-time freshman in the Business Program who has demonstrated strong leadership skills.

**SISTER PATRICIA MORRIS SCHOLARSHIP:** This scholarship awarded to a full-time freshman student who has demonstrated financial need. The student must be a Modern Language or Political Science major and have a cumulative index of at least 3.0.

**SISTER ANNE CONNOLLY and SISTER HELEN T. NYBERG SCHOLARSHIP:** This scholarship is dedicated to two Dominican sisters who gave their time and talent to Molloy College and fostered the love of learning among their students. The recipient of this is an incoming freshman who meets criteria established by the Admissions Office. This scholarship will be renewable for four years.

**ST. MARTIN DE PORRES SCHOLARSHIP:** This award consists of two scholarships awarded each year to two incoming full-time freshmen, one of African ancestry, one of Hispanic ancestry. Applicants must have a minimum 88 high school average. The scholarship is renewable annually with a minimum cumulative index.

**SULLIVAN FAMILY SCHOLARSHIP:** This scholarship is awarded to an incoming first-year student with a minimum high school average of 85. Award amount varies; not renewable.

**TERESA AND FRANK PANÉ SECONDARY MATHEMATICS TEACHING SCHOLARSHIP:** This scholarship is awarded to a full-time student entering freshman year who plans to become high school Mathematics teacher. Award amounts vary; renewable annually.

**THE RILEY FAMILY SCHOLARSHIP:** This scholarship is awarded to a graduate from a Catholic elementary school and who has already made a deposit to attend Molloy. The student must maintain a 3.0 cumulative index and must be active in one of Molloy’s Campus Ministry services.

**THERESA M. HUGHES FAMILY SCHOLARSHIP:** This scholarship is awarded to a Biology major who has demonstrated financial need and has maintained a cumulative index of at least 3.0.

**TUFANO-JANNOTTA SCHOLARSHIP:** This scholarship is awarded to a full-time transfer student who is majoring in a field other than Nursing. This student must have demonstrated financial need and a cumulative index of 3.0.

**VALERIE HAWKES COLLINS SCHOLARSHIP:** This scholarship is awarded to a full-time incoming first-year student who is majoring in Nursing. Renewable as long as student remains a Nursing major.

**VINCENT VENTURA SCHOLARSHIP:** This scholarship is awarded to an incoming freshman majoring in Computer Science or Computer Information Systems and has achieved a minimum 2.5 cumulative index in high school.

### Funded Scholarships for Continuing Students (through Financial Aid)

A number of scholarships are available for continuing undergraduate students for various award amounts. Application is made for the Funded Scholarships for continuing students through the Office of Financial Aid. These scholarships are not renewable.

**ALOYSIUS J. GABRIEL MEMORIAL SCHOLARSHIP:** This scholarship is awarded to a continuing student who has demonstrated financial need and has maintained a certain cumulative index. Award amounts vary; one-time scholarship.

**BARBARA H. HAGAN MEMORIAL NURSING SCHOLARSHIP:** Awarded to a nursing student in the dual degree program, has demonstrated financial need and where appropriate, consideration may be given to a student continuing on to pursue an advanced degree as a Nurse Practitioner. For additional information, contact the Financial Aid Office.

**MSGR. CHARLES BERMINGHAM SCHOLARSHIP:** Is awarded to a student who has demonstrated financial need and has maintained a certain cumulative index. Award amounts vary; one-time scholarship.

**CATHERINE UMBACH GIAMMARINO MEMORIAL SCHOLARSHIP:** This scholarship is awarded to a full-time Music major working to defray the cost of college. Award amounts vary; one-time scholarship.

**CHARLES P. HANLEY SCHOLARSHIP:** This scholarship is awarded to a full-time senior in the Nursing Department who has demonstrated a dedication to the field of Nursing while performing community service and being involved in campus organizations and clubs. Award amounts vary; one-time scholarship.

**DOROTHY M. AND CHARLES H. SCHNEIDER BUSINESS SCHOLARSHIP:** This scholarship is awarded to a full-time business student who gives evidence of financial need. Award amounts vary; one-time scholarship.

**E. KILCULLEN SCHOLARSHIP:** This scholarship is awarded to a non-traditional age (25 and older) junior or senior student returning to college later in life.
FRANCES A. GABRIEL MEMORIAL SCHOLARSHIP: This scholarship is awarded to a full-time Accounting major who has demonstrated financial need. Award amounts vary; one-time scholarship.

FRANCESCA MARIA PAONE SCHOLARSHIP: This scholarship is awarded to a full-time, third-year nursing student who is planning a career in Pediatric Nursing. Award amounts vary; one-time scholarship.

FRANCES B. HOULIHAN MEMORIAL SCHOLARSHIP: This scholarship is awarded to a full-time Nursing major who has demonstrated financial need with a cumulative index of 3.0.

HOLEWA FAMILY MILITARY SCHOLARSHIP: Awarded to a student currently serving in either the US Military or within a Reserve component within the Army, Navy, or Marine Corps. The student must be a full-time junior or senior majoring in one of the following areas of study: Accounting, Finance, Biology, Chemistry, Mathematics, Physics, or Nursing and having a cumulative index of 3.0 or better.

JESSE R. RADOWITZ MEMORIAL SCHOLARSHIP: Graduate student, MBA Program (if applying for this, please include any community service you do in the essay).

JOHN ROBERT HANLEY MEMORIAL SCHOLARSHIP: This scholarship is awarded for one year only, to a full-time Nursing student who gives evidence of financial need. Award amounts vary; one-time scholarship.

KAREN P. SCIOLINO SCHOLARSHIP: This scholarship is awarded to a full-time nursing junior who has demonstrated need and has a certain minimum cumulative index. Award amounts vary; one-time scholarship.

KATHERINE HANLEY SCHOLARSHIP: This scholarship is awarded to a full-time nursing student who gives evidence of financial need. Award amounts vary; one-time scholarship.

KATHI SMILLIE NURSING FOUNDATION SCHOLARSHIP: This scholarship is awarded to a highly motivated, dedicated full-time junior enrolled in the Nursing Program who has demonstrated financial need and has maintained a 3.0 cumulative index. This one-time scholarship can be renewed as long as the student remains a Nursing major at Molloy.

MARILYN E. KIRSCHENBAUM SCHOLARSHIP: This scholarship is awarded to a full-time senior whose major is English and of non-traditional age (25 and older) who has demonstrated financial need. Award amounts vary; one-time scholarship.

THE MARY B. ULICNY ’74 SCHOLARSHIP: Full or Part-time student with a GPA 3.3 or better. A mature, non-traditional aged
seeking student in any undergraduate major, possible female.

**MURLEY-HENDERSON SCIENCE SCHOLARSHIP:** This scholarship is awarded annually to an individual and individuals whose major field of study is in Physics, Chemistry, Biology, or Mathematics. The recipient(s) must have a certain minimum cumulative index and must demonstrate financial need. The scholarship may be awarded to the same individual in successive years if they continue to meet the stated qualifications.

**NEIDICH-RYDER NATURAL SCIENCE SCHOLARSHIP:** This scholarship is awarded to a Biology major, each year, who has demonstrated a commitment to the environment. Award amounts vary; one-time scholarship.

**NYC Foundation Nursing Scholarship:** Scholarship recipients will be non-traditional aged minority nursing students at the advanced Baccalaureate or Graduate level.

**RICHARD T. MURRAY SCHOLARSHIP:** This scholarship is awarded to a full-time student(s) who is a Junior majoring in Accounting or as a MBA student with a GPA of 3.0. No person funded by employer or eligible for funding by an employer, can be considered. Award amounts vary; one-time scholarship.

**ROBERT AND MADELINE MERSHON SCHOLARSHIP:** Partial tuition scholarship awarded to a junior enrolled full-time. Applicants must be English or Philosophy majors and have minimum 2.5 GPA. Award amounts vary; one-time scholarship.

**SALVATORE MILONE SCHOLARSHIP:** This scholarship is awarded to a full-time junior or senior demonstrating financial need. Recipient must maintain a certain minimum cumulative index, complete a minimum of 12 credits per semester, and also reflect a true image of the spirit of Molloy College.

**SISTER CAMILLE MOFFATT SCHOLARSHIP:** This scholarship is awarded to a highly motivated full-time, third-year nursing student who has demonstrated financial need along with the potential for leadership in Nursing. The student must also demonstrate a certain minimum cumulative index. Award amounts vary; one-time scholarship.

**SISTER MARY CELESTE BECK SCHOLARSHIP:** This scholarship is awarded to a full-time sophomore, junior or senior who has evidence of financial need with a certain minimum cumulative index for eligibility. Award amounts vary; one-time scholarship.

**SISTER KATHERINE GEE SCHOLARSHIP:** This scholarship is awarded to students who have completed their junior year, have maintained a certain minimum cumulative index, and provided evidence of financial need. Award amounts vary; one-time scholarship.

**THOMAS AND ELEANOR O’KEEFFE SCHOLARSHIP:** This scholarship is awarded to a continuing full-time student entering junior year and majoring in Nursing or Education with an English concentration and has demonstrated academic integrity and scholarship.

**VICTORIA WOLF GABRIEL MEMORIAL SCHOLARSHIP:** This scholarship is awarded to a student who has exhibited the greatest strides or has overcome difficulties in achievement. The recipient must have completed English II. Award amounts vary; one-time scholarship.
Funded Scholarships for Continuing Students

A number of scholarships are available for continuing students for various award amounts. Application is made for the Funded Scholarships for continuing students as noted.

**BEATRICE M. DUFFY MEMORIAL SCHOLARSHIP:** This scholarship is awarded to a senior enrolled in Molloy’s Undergraduate Education Program who has shown great interest and desire in pursuing a career as an educator. The student will also be working in a school as a student teacher during their Phase II semester. Application is made through the School of Education and Human Services.

**BERNIE HAVERN SPORTSMANSHIP SCHOLARSHIP:** This scholarship is awarded to a continuing student having completed at least 30 credits at Molloy; is a member of the Molloy College Baseball Team and has a GPA of 3.0 or higher. The student must also demonstrate a commitment to the mission of Molloy College through community service and sportsmanship.

**FRANCIS AND JOAN FORD SCHOLARSHIP:** Awarded to a continuing student majoring in theatre arts and finishing sophomore courses of studies; entering junior year in the fall semester as part of the CAP 21 Theatre Arts program. This student must also demonstrate financial aid.

**GLOBAL LEARNING TRAVEL FUND:** This scholarship is awarded to a student participating in International Education to defray costs of travel expenses. It was established in honor of S. Rose Teresa Amor, O.P.

**JENNIFER ZONTINI ’11 STUDENTS HELPING STUDENTS SCHOLARSHIP:** This scholarship was established by the sophomore class in 2008 as a way to help their fellow students. The recipient will be a five-year student who requires an extra semester or two in order to finish their degree.

**JUDANN SIEGEL SCHOLARSHIP:** This scholarship is awarded each academic year to a student participating in a short-term International Education Program. The student must be full-time; have demonstrated financial need; and achieved a cumulative index of at least 2.75.

**DR. AND MRS. PETER K. LYNCH SCHOLARSHIP:** This scholarship is awarded to a junior, senior or 5th year Education major who has
demonstrated financial need and has provided exemplary service to Molloy College and the community.

**MORRIS H. GUTTERMAN MEMORIAL SCHOLARSHIP:** This scholarship is awarded to a continuing student who has completed at least 30 credits at Molloy toward a degree in the service profession and has attained a GPA of 3.0. The student must have demonstrated a commitment to community service through actions on behalf of disadvantaged individuals making a difference in their lives.

**NUCLEAR MEDICINE SCHOLARSHIP:** This scholarship is awarded to a Nuclear Medicine student entering into the second year of the program who has demonstrated financial need.

**PARTNER PROJECT SCHOLARSHIP:** This scholarship is awarded to a continuing student having completed at least 30 credits with a GPA of at least 2.5. The student must have made contributions to improve the quality of life of those less fortunate, and has exemplified dedication to making a difference to those who suffer in silence due to domestic and relationship violence. This student must exemplify the human spirit by overcoming challenges to their success and has established a commitment to their learning and a dedication to Molloy’s four pillars.

**THE PILUSO FAMILY SCHOLARSHIP:** This scholarship is awarded to a Molloy College student who is experiencing hardship due to family illness.

**RUGBY CLUB SCHOLARSHIP FUND:** This scholarship is awarded to a continuing student having completed at least 30 credits at Molloy College. Student must have a cumulative index of at least 2.5 and demonstrate a commitment to the core values of Molloy College and the Rugby Football Club: honor, passion and dedication. The recipient selected by Rugby coaches.

**SISTER ROSE TERESA AMOR SCHOLARSHIP:** This scholarship is awarded to a full-time student in the Modern Language Department who is planning to study abroad. The student must be employed at least part-time and have a minimum cumulative index of 3.0.

**SPEECH PATHOLOGY RISING STAR SCHOLARSHIP:** This scholarship is awarded to a student who is entering their junior year in Communication Sciences and Disorders; has demonstrated a commitment to Molloy College, and has achieved a minimum 3.5 cumulative index in their studies.

**STUDENT ATHLETE DEGREE COMPLETION SCHOLARSHIP:** This scholarship is awarded to a full-time, five-year student, who is 24 or fewer credits away from graduation and is unable to receive athletic scholarships/grants as they have exhausted their eligibility. A minimum of a 2.75 cumulative index and a member of an athletic team for four years. Administered through the Athletic Department.

**THERESA P. AHLSTROM / KPMG SCHOLARSHIP FUND:** Awarded to student pursing a degree in accounting at or above the undergraduate level; has demonstrated financial need and has an overall and accounting cumulative index of at least 3.3.

**WILLIAM H. MCDONNELL “COMMMITMENT TO EDUCATION” SCHOLARSHIP:** This scholarship is awarded to an Education major who has demonstrated financial need and is dedicated to a career in Education. Students must be entering their Phase III semester. Application is made through the School of Education.

**Funded Scholarships for Honors Convocation**

Funded Scholarships for Honors Convocation are selected by the academic departments in recognition of student achievements and awarded at Honors Convocation.

**CATHERINE BRAJUKA MEMORIAL SCHOLARSHIP:** This scholarship is awarded to a student enrolled part-time pursuing an English degree, who has completed at least 30 credits at Molloy, has maintained an index of 3.0 or higher, and is registered for at least 3 credits in the semester for which the award is granted. Recipient is selected by the English Department.

**EMILIA CULEN BRAJUKA SCHOLARSHIP:** This scholarship is awarded to a full-time student majoring in English with a 3.0 cumulative index. Recipient is selected by the English Department.

**JOSEPH AND DIANE HAVLIK SCHOLARSHIP:** This scholarship is awarded to a student enrolled in evening classes, working full-time and pursuing a career in Social Work. Application is made through the Social Work Department. Applicants can re-apply for a second year.

**KLEMENTINA AND LUKAS CULEN MEMORIAL SCHOLARSHIP:** This scholarship is awarded to a full-time English major with a cumulative index of 3.5 or higher. Award amounts vary, one-time scholarship. Application is made through the English Department.

**LILLIAN EMMERICH JOSEPH MEMORIAL SCHOLARSHIP:** This fund will provide an annual scholarship awarded to an English major. Recipient is selected by the English Department.

**MARTIN D. SNYDER LEADERSHIP SCHOLARSHIP:** This scholarship awarded to a full-time, non-transfer student who is a junior entering senior year. The student must have achieved a certain cumulative index by spring semester of their junior year and demonstrate particular leadership qualities.

**PARACLETA SCHOLARSHIP:** This scholarship is awarded annually to a junior majoring in Art who is academically proficient and artistically creative. Recipient is selected by the Art Department.

**ROBERT R. AND ADELAIDE M. CURREN SCHOLARSHIP:** This scholarship is awarded to a full-time junior for senior year expenses. Recipient must be active concert choir member or Music Therapy major. Student must maintain a certain minimum cumulative index and complete a minimum of 12 credits per semester. Recipient is selected by the Music Department.

**SISTER ANNA MARIE HARDENBURGH, O.P. MUSIC AWARD:** This scholarship is awarded to a Junior Music major demonstrating outstanding character, service, and musicianship. Recipient is selected by the Music Department.

**SISTER JANET A. FITZGERALD, O.P. SCHOLARSHIP:** This scholarship is awarded to a full-time junior or senior majoring in Philosophy or Theology. The recipient must reflect the high ideals of Molloy College and maintain a certain minimum cumulative index.

**SISTER MARY VERITY MCNICHOLAS SCHOLARSHIP:** This scholarship is awarded to a full-time junior/senior English major whose character and commitment to the study of language and literature merit recognition and support. Award amounts vary; one-time scholarship. Recipient is selected by the English Department.
Funded Scholarships for Award on Class Night

Funded Scholarships for award on Class Night are selected by the academic departments in recognition of student achievements by graduating Molloy seniors.

CARMELA AND SAM ROMANO MEMORIAL SCHOLARSHIP: This scholarship is awarded annually in the spring to a senior Sociology major with the second highest cumulative index. If more than one individual qualifies, preference will be given to the student involved in the most extracurricular sociology-related activities. Recipient is selected by the Sociology Department.

EDVIDGE AND RINALDO ZONA MEMORIAL SCHOLARSHIP: This scholarship is awarded annually in the spring to a senior Sociology major with the highest cumulative index. Recipient is selected by the Sociology Department.

HELENE S. BELL VALEDICTORIAN AWARD: This award will be presented to the Valedictorian on class night commemorating their accomplishment.

JOAN GERMANN KRAVITZ LANGUAGE AWARD: This award is given in memory of Joan Germann Kravitz, a Spanish major of the Class of 1974. It is presented to a foreign language graduate who exemplifies those qualities that characterized Joan’s love of languages and the desire to share that love with others in the classroom.

KATHIE KRIEG SOCIAL WORK SCHOLARSHIP: This scholarship is awarded to a student majoring in Social Work and pursuing a career in physical medical social work. The student must have a cumulative index of at least 3.0 and completing their senior year internship at Molloy College. Application is made through the Social Work Department.

META-TAYLOR SCHOLARSHIP: Partial tuition scholarship awarded to a senior enrolled full-time. Applicants must be Art majors and the recipient is selected by the Art Department.

SISTER MARY DENNIS MCAULIFFE SCHOLARSHIP: This scholarship is awarded to a graduating student of the Cardiovascular Technology Program who has compassionate care for patients; helpful concern for other classmates enrolled in the Allied Health Sciences Program, and has a certain cumulative index. Application is made through the Allied Health Sciences Department.

Student Solution Center

The Student Solution Center is a “one-stop shop” where students can get answers to questions related to registration, billing and financial aid, with an emphasis on exceptional customer service. The SSC team is cross-trained and committed to providing students with accurate information to keep their college career on track. The Center offers workshops and hosts events on Registration, Lion’s Den and other pertinent topics. Students who are confused about any process at Molloy should make the Student Solution Center their first stop. Stop by in-person or call 516.323.4400. We are here to help!

Office of Blended/Online Learning and Student Success

The Office of Blended/Online Learning and Student Success advances Molloy’s mission of academic excellence to support the delivery of high-quality, student-centered programs in a variety of formats by fostering innovative teaching and active learning. Students enrolled in hybrid or online courses can seek assistance by contacting the office at 516.323.4411 or blendedonline@molloy.edu.

The US Department of Education requires that any institution offering distance education to students outside of its home state must acquire authorization from the states in which students reside. Regulations vary from state to state. Molloy has been
approved by New York to participate in the National Council for State Authorization and Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. The consortium provides reciprocity to member states relative to being an education option for residents of member states. As a participating institution, Molloy College may offer online programming to students in other SARA member states. For a complete listing of member states, visit http://nc-sara.org/sara-states-institutions.

STAP—St. Thomas Aquinas Program

The St. Thomas Aquinas Program (STAP) is a holistic student support program for incoming freshmen at Molloy College. To qualify, students must exhibit a high potential for success at the collegiate level and have academic profiles that do not meet traditional admissions standards. Acceptance to the St. Thomas Aquinas program is determined by the Office of Admissions upon evaluation of an incoming student’s academic profile.

Students accepted into STAP receive extensive support and guidance during their academic career. A strong emphasis is placed upon the successful transition from high school to college and providing students with the skills and information needed for successful completion of an undergraduate degree. Program participants are linked with fellow students, peer mentors, learning communities and various clubs and organizations housed at Molloy in order to promote academic prosperity and transformative learning experience.

STAP students have access to individualized academic advisement services and weekly success seminars on topics including study skills, time management, test anxiety, financial literacy and stress relief. These seminars are designed to equip students with the skills, attitudes and information needed to accomplish their educational and career goals.

The Writing Center

The Molloy Writing Center supports the development of writing skills for all Molloy students. Consultants assist students with their papers in the various subject areas and with all aspects of the writing process, emphasizing critical thinking, organization and development, grammatical correctness and the appropriate use of documentation styles (MLA or APA). Students with scheduled appointments are given priority, but walk-ins are welcome when a consultant is available. Saturday mornings are reserved for graduate students during regular semesters. Along with face-to-face consultants, a limited number of online appointments are also available.

TRiO Program—Student Support Services

The TRiO Program is the designation for the federally funded Student Support Services Program at Molloy College. The goal of the TRiO Program is to assist eligible students by increasing college retention and graduation rates of its participants. The program represents Molloy’s commitment to the attainment of education for all students regardless of race, ethnic background or economic circumstances.

The Student Support Services Program is open to incoming freshmen and transfer students who have academic need and for whom one or more of the following applies:

Family qualifies as low income
First generation college student
Presents with a physical or learning disability

The services offered by the Student Support Services Program...
include academic and career advising; academic support; assistance with Admissions, Financial Aid and other College services; support for students with disabilities; cultural and social activities; professional mentoring; and other resources about scholarships, grants, volunteer placements, internships and opportunities for many other aspects of community life. For information, call 516.323.3283.

Tutoring Services

Tutoring Services assists all students in achieving their academic potential in math, science, modern languages and most undergraduate nursing courses. Assistance in other disciplines is provided according to the student’s individual needs.

Students receive two kinds of assistance:

<table>
<thead>
<tr>
<th>Improvement</th>
<th>When failing a course or below “C” in a major field.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental</td>
<td>When passing a course but in need of reinforcement or clarification in particular aspects of the course work.</td>
</tr>
</tbody>
</table>

Academic Tutors fall into three categories:

- **Professional**: Active/semi-retired individuals certified in the subject area they will tutor.
- **Graduate**: Individuals who have a graduate or undergraduate degree from Molloy or another college or university.
- **Peer**: Students who have taken the course they will tutor and completed the coursework with a “B+” or better.

Veteran’s Information

Molloy College provides high quality educational opportunities for veterans wishing to fulfill their academic goals as they prepare for their future careers. The College works with the various needs of military students whether they are military veterans or those still on active duty or reserve status for available benefits through the Veteran’s Administration (VA). Molloy also works with the families of military who have G.I. Bill benefits that can be applied to financing college.

Admissions

Qualified veterans or those on active or reserve status may utilize VA benefits for any registered programs at the undergraduate or graduate levels. Students apply following the college admissions procedures and deadlines. The Admissions Office assists prospective military students with their applications. The Admissions counselors are familiar with VA benefits and will be able to answer and assist with academic planning, advising and related questions. Military students and eligible veterans should also submit the Joint Services Transcript to admissions for any transfer credit evaluations.

Contact: Kimberly Webb, Associate Director of Admissions, at 516.323.4012.
Veteran's Enrollment Certification

VA GI Bill student enrollments, program changes, withdrawals and graduations are certified by the Office of the Registrar to the VA. Eligible GI Bill student's tuition and fees are submitted after the add/drop period ends for each semester or term. Military students may contact the Registrar's Office Veteran's Certifying Officer about enrollment certifications and general questions. Students transferring from other colleges should do the Change of Place Training Form with the VA to notify them that benefits will be used at Molloy College. Military students need to submit a copy of the VA Certification of Eligibility to the Registrar's Office. The Registrar’s Office should be notified of any plans to use (3.1 Bill benefits including VA Chapters 30, 33, 35, 1606) and Vocational Rehabilitation, Chapter 31.

Contact: Christy Law, Veteran’s Certifying Officer/Registrar Technical Specialist at 516.323.4307.

Academic Policy on Withdrawals

The college does not penalize military students for early withdrawal if a reservist or active duty enlisted service member is called to active duty. The student may withdraw from courses without academic penalties. Students withdrawing from all courses in a given term, should submit a Separation from College Form with the Registrar’s Office. (For any extraordinary circumstances, documentation should be provided by the Registrar’s Veteran’s Coordinator. Withdrawals from the college for military students receiving other types of financial aid are handled by the federal and state policies for all students.

Students may request a grade of “Incomplete” depending on the program, how close the student is to completing the course; subject to the instructor’s approval; and depending if the student is near completion of the course. Courses in the professions such as education, nursing, allied health and the internships may need to be repeated in a later term.

Veterans Benefits Payments

Students who are GI Bill and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) may attend a course of education or training for up to 90 days from the date the beneficiary provides a certificate of eligibility, or valid VAF 28-1905 to the Veteran Certifying Officer in the Registrar’s Office. This allows a student to attend the course until Veterans Administration (VA) provides payment to the institution. Molloy College will not impose a penalty, or require the beneficiary to borrow additional funds to cover tuition and fees due to late payments from VA.

A State Approving Agency (SAA), or the Department of Veterans Affairs (VA) when acting in the role of the SAA, can disapprove certain courses of education. The VA can grant a waiver to these requirements.

More information will be available on Molloy.edu as new laws are put into effect concerning:

- Additional provisions from the VA regarding student participation in courses pending receipt of educational or training assistance from VA.
- College policies for students who are Chapter 31 or Chapter 33 beneficiaries concerning any additional measures needed to stay enrolled in a course pending receipt of educational or training assistance from the VA.

Career Services

Molloy College has a Career Development Center to aid students in career education, planning, development and implementation of career plans and opportunities.

Contact: Cristen D’Accordo, Assistant, Director of Career Services at 516.323.3469.

Bursar's Office

Details on deferred payment plans are available through the Bursar’s Office to veterans and eligible dependents, who are certified to receive education benefits. Payment arrangements must be made with the Bursar’s Office. Failure to make payment by the scheduled due dates will result in a Bursar Hold placed on the student account to prevent future registration and block release of official transcripts.

Contact: Monica Morello, Bursar’s Veterans’ Representative, at 516.323.4102.

Financial Aid

All military students should complete the online Free Application for Federal Student Aid (FAFSA), even though they may receive GI Bill benefits. The FAFSA covers federal grants and federal student loans. To submit online applications, go to www.fafsa.gov or contact the Office of Financial Aid. The Molloy College federal code is 002775.

To apply for Tuition Assistance Program (TAP) and other New York state aid, go to www.hesc.ny.gov. The Molloy College state code is 0500.

Legislation for aid for military students is subject to change. Students need to review the information as they plan their expenses.

Active, reserve, and veterans of the military covered by VA program benefits may be eligible for other sources of student financial aid.

Federal and state sources may include:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work-Study Program (FWS)
- New York State Tuition Assistance Program Grant (TAP)
- New York State Aid for Part-Time Study (APTS)
- Students may also be eligible for Molloy College Scholarships and Grants
- NYS Veteran's Award
- Molloy participates in the Yellow Ribbon Program. More information on the program is on the government’s VA website

Contact: Gene Rogers, Senior Financial Aid Counselor, at 516.323.4207.

Active Duty Service Members Tuition Assistance Policies

The Department of Defense requires non-directory personally identifiable information, that is protected by FERPA, be reported as a condition of receiving Tuition Assistance. Service members must sign an authorization for Molloy to release information on course enrollment, course withdrawal, course cancelation, course completion or failure, grades, verification of degree completion and billing information to the Department of Defense and Service branches.
The "Academic Policy" section of the catalog covers policies for add/drop, withdrawal from courses or withdrawal from the college and for re-entry or readmission. Leaving classes or leaving the college while in pursuit of a degree will add to the time to degree completion. The returning student must follow college policies on completing prerequisites and meet progression standards that vary by program. (See the catalog section on programs for more information.) College policies on academic standing and financial responsibilities will apply. The policy for appealing grades is covered in the Student Handbook, or contact the Associate Dean for Academic Services.

All Military Tuition Assistance must be requested and approved prior to the start date of the course. The service member will be solely responsible for all tuition costs if not approved for the funding.

Students will be encouraged to verify course acceptance by Community College of the Air Force (Air Force only) or other programs(s), with the installation education advisor before enrolling or requesting Military Tuition Assistance.

Helpful Websites

Other sources of helpful information for further research are:
• U.S. Department of Veterans Affairs
• New York State Division of Veterans Affairs
• Department of Defense Form DD214 for Discharge Papers
• Student Veterans of America
• GI Bill Comparison Tool.

Library

General

Located on the second floor of Kellenberg Hall, The James E. Tobin "JET" Library is open 84 hours per week. Reference librarians and virtual chat services are available during these hours for research assistance to anyone on or off campus. Degreed librarians are always available to provide individualized assistance to students and faculty support three shifts across multiple service points and locations. Molloy’s ID card serves as the library-borrowing card and the same username and password used for email provides off-campus access to an extensive collection of electronic resources. Students or faculty from any location are welcome to request group or individualized instruction sessions via an online form. Virtual one-on-one sessions are also available for online or hybrid students.

Collections

Beyond the library’s physical collection of books, media and periodicals, there is also round-the-clock access to hundreds of thousands of eBooks, as well as, full text to millions of articles or streaming media contained within numerous subscription databases and accessible via the library homepage: https://lionsden.molloy.edu/ics

Computer use policies can be found in the Molloy College employee and student handbooks.

Academic Support Services

Additional information regarding facilities associated with different departments is described under the related program in the catalog.

Computer Labs, Lounges and Information Commons

Molloy College has Windows PCs available for general student use in the labs, lounges and Information Commons on campus.

Two computer labs (W205-A and W208) are located on the 2nd Floor of the Wilbur Arts Center. Each lab is equipped with an instructor computer and remains open to students when not being used for classes; faculty who would like to reserve one of these labs should do so through the Classroom Request Form on Ad Astra: https://www.aaiscloud.com/MolloyC

Student lounges, each containing a printer, also provide computer availability and can be found in the following locations:
• Kellenberg Hall Lower Level
• Casey Center - 1st Floor
• Wilbur Arts Center Lower Level
• Maria Regina Hall Rec Room (Residence Hall Students Only)
• Fitzgerald Hall – 1st, 2nd & 3rd Floors (Residence Hall Students Only)

The Information Commons is located on the 2nd floor of the Public Square. Lab personnel are always on hand during the posted hours to provide a supportive, positive environment for students to learn, practice and improve their computers skills. For typing term papers and for computer assignments, the Information Commons offers open access to students 12 months a year and over 100 hours a week. In addition to internet access, software packages such as Microsoft Office, Maple and SPSS are installed. Laser printers, a color printer and scanners are available. Students may also borrow wireless laptops from the reference desk.

To enhance the educational experience, students are required to have a Molloy College LIONS account and are automatically assigned one 24 - 48 hours after registering; this account is used to access campus computers, e-mail, Wi-Fi, Lion’s Den and Canvas. Further information can be found in the ‘Student Technology Guide’ located on the Lion’s Den homepage: https://lionsden.molloy.edu/ics

Computer use policies can be found in the Molloy College employee and student handbooks.
Facilities

The first floor of the library has designated areas for quiet and group study. This space offers five tables for group study, four laptop study tables, twenty-eight single carrels and a phone charging station. There are twelve research computers in the Main Reference room of the library and three library instruction labs on premises. Two of the labs offer a total of thirty-eight computers that are available for student use when library classes are not in session.

The main library’s Patron Services area contains physical reserve and interlibrary loan materials, print journals and also houses a wide range of educational DVDs. The Rochelle Sager Media center is also located here and provides video, audio and microfilm equipment as well as eight touch screen computers for DVD viewing with reservable space for up to ten individuals to view media as a group.

Outside of the JET Library, reference services are available in the Information Commons, located on the second floor of Public Square. The Information Commons offers 40 computers, scanning and color printing capabilities, as well as four study rooms that students can reserve in advance via an online system. A Health Sciences Librarian is on site several hours a week at the Barbara H. Hagan School of Nursing. Lastly, the Suffolk Extension Center in Farmingdale, has a library facility that has research computers, tables for group study and a reference librarian on site during normal semester hours.

Suffolk Center

The Molloy College Suffolk Center is located just off Route 110 on the grounds of Republic Airport. Graduate courses are offered at the site throughout the year in Education and Nursing. Continuing Education (non-credit) programs are also offered in Medical Records, Human Resources, Addiction Studies (CASAC Training), Nursing, Pharmacy Technician, and Home Inspection. The Molloy Institute for Lifelong Learning (MILL) also meets at the center.

In addition to classroom space, the center has a student lounge, library facilities, computers with internet and library access for student use and office space for faculty and staff. The building also has a large attractive atrium space that is used for special events.

The office is open:
Mondays through Thursdays from 8:00 a.m. to 7:00 p.m.
Fridays from 9:00 am to 5:00 pm

The phone number is:
516.323.3570

The fax number is:
516.323.3573

The web address for the extension site is:
www.molloy.edu/suffolk.

The address is:
7180 Republic Airport (Grumman Lane)
Farmingdale, NY 11735-3930

Travel Directions:

From the West:
Southern State Parkway East to Exit 32N (Route 110 N toward Huntington). Proceed north on Route 110 for approximately 1.5 miles. Look for signs pointing to Republic Airport, which is Grumman Lane - turn right at the light. * Molloy is the fourth building on the left-hand side of the road, 7180 Republic Airport (Grumman Lane).

From the East:
Southern State Parkway West to Exit 33 (Route 109 W toward Farmingdale). Take ramp right to merge onto Route 110 N. Look for signs pointing to Republic Airport, which is Grumman Lane - turn right at the light. * See above.

From the North:
Long Island Expressway to Exit 49S (Route 110). Proceed south on Route 110 for approximately 3.5 miles. Look for signs pointing to Republic Airport, which is Grumman Lane - turn left at the light. * See above.

International Education

The Office of International Education of Molloy College offers students the opportunity to spend a few weeks, a semester or a full academic year studying abroad either through some of Molloy’s own extensive overseas programs or through affiliated programs around the world.

Committed to the belief that a true liberal arts education should expose students not only to diverse ideas but also to different cultures and ways of life, Molloy encourages all of its students to consider the possibility of study abroad and service learning trips at some point during their college years.

Molloy is also committed to keeping its study abroad programs among the most affordable in the country, so that as many students as possible can avail themselves of this great opportunity. So, whether a student wants to spend Spring Break in sunny Italy, a month during the summer studying the Spanish language in Northern Spain or a semester studying at several of Europe’s most respected universities, Molloy has a global-learning program to meet students’ needs and interests.

INTERNATIONAL EDUCATION SHORT-TERM PROGRAMS

Molloy’s Short Term Study Abroad Programs vary in length from eight days to one month, are held throughout the year and are taught or led by Molloy College faculty. Here are samplings of our trips being planned for today and the future.

<table>
<thead>
<tr>
<th>Date</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2019</td>
<td>Mission Trip: Jamaica</td>
</tr>
<tr>
<td>January 2020</td>
<td>Service Trip: El Salvador</td>
</tr>
<tr>
<td>March 2020</td>
<td>European Excursion</td>
</tr>
<tr>
<td>March 2020</td>
<td>Spain</td>
</tr>
<tr>
<td>March 2020</td>
<td>Scandinavia</td>
</tr>
</tbody>
</table>
INTERNATIONAL EDUCATION SEMESTER PROGRAMS

For students seeking a more intensive study abroad experience, we have partnered with several international universities and can possibly offer our students a semester abroad for the same tuition cost as staying at Molloy for a semester. Our international partners include St. Mary’s College in London, the University of Leon, Spain, Lorenzo de Medici, in Florence, Rome, and Tuscania Italy.

Each of these programs offers students the opportunity to live and study immersed in a foreign culture and to travel locally on weekends and during breaks from classes. Credits for all classes in which the student receives a grade of “C” or higher automatically transfer back to Molloy and can be applied to the student’s general education or major requirements, unless noted otherwise in the catalog.

For detailed information about specific semester-long programs available, program requirements and program costs see www.molloy.edu/academics/international-education.

INTERNATIONAL EDUCATION OFFICE

At Molloy College, we have recognized the need for students to see the world as a living classroom. The Office of International Education provides opportunities for our students to study and further expand their classroom knowledge through our short and long-term study abroad programs. Our curriculum is designed for you to witness firsthand what your professors have shared with you in their lectures.

Students who are interested in participating in any one of our study abroad programs should make an appointment to see the Director of International Education or Cindy Hu, Coordinator of International Education, in the Public Square, Room PS-310 or call 516.232.3951.
Molloy College’s Division of Student Affairs strives to provide an enriching college experience for all students in an effort to promote intellectual, emotional, social and spiritual development. The Student Affairs team at Molloy coordinates various resources aimed at creating a vibrant and engaging campus life experience, and a safe living and learning environment.

Getting involved at Molloy is easy! Molloy’s campus is home to nearly 60 active student clubs and organizations, all of which contribute greatly to enhancing the campus life experience. Programs sponsored at Molloy range from social and cultural to experiential and service-based, all aimed at offering an active and diverse campus life experience for all students.

The Vice President for Student Affairs, in collaboration with a staff of full-time personnel from all branches of the Division of Student Affairs, supports and challenges Molloy students to develop as whole persons. Student Affairs at Molloy College is comprised of Athletics, Campus Life, the Career Center, Health Services, Media for Student Engagement, Public Safety, Residence Life and Student Personal Counseling. Services and resources provided by Student Affairs are easily accessible to all students.

**Student Clubs and Organizations**

- African-American Caribbean Organization (AACO)
- American Red Cross Club
- American Sign Language Club
- Anime Club
- Art Club
- Arts and Crafts Club
- Biology Club
- Bowling Club
- The Business Core Four
- Cardiovascular Technology Club
- Circle K
- Club Italia
- Colleges Against Cancer
- Education Club
- Entrepreneurship Club
- Gaelic Society
- Gaming Club
- Gamma Society - Nuclear Medicine Club
- HILLEL - Jewish Student Union
- History & Political Science Club
- Intervarsity (Formerly Brothers and Sisters in Christ)
- Intramural Club
- Investment Club
- Leadership, Education and Awareness of Disabilities (LEAD)
- Love Your Melon Crew
- Math Club
- Mock Trial Club
- Molloy Asian Student Association
- Molloy Masese Partnership
- Molloy Nursing Student Association (MNSA)
- Molloy Performing Arts Club (MPAC)
- Molloy Step Team
- Molloy Student Government (MSG)
- MolloyLife Student Media
- Music Therapy Club
- National Student Speech, Language Hearing Association
- Nutrition and Wellness
- Operation Smile Club
- PAWS - People for Animal Welfare
- Philosophy Club
- Ping Pong Club
- Pre-Health Club
- Psychology and Counseling Club
- Respiratory Therapy Club
- Social Work Student Association
- South Asian Cultural Exchange (SACE)
- SPECTRUM Club
- Student Veterans of Molloy
- Ultimate Frisbee Club
- Union Hispania
- The Zen Den

**Athletics**

Molloy is a Division II member of the National Collegiate Athletic Association and the East Coast Conference. Molloy participates in nineteen intercollegiate sports. The men compete in basketball, baseball, cross-country, lacrosse, soccer and indoor and outdoor track and field. The women’s program consists of teams in basketball, bowling, soccer, softball, tennis, volleyball, lacrosse, cross-country, field hockey, rugby and indoor and outdoor track and field.

In addition, the Department of Athletics sponsors an Equestrian team, E Sports team, Dance team and Cheerleading squad.

**Fees—Student Activities**

The student activities fees entitle students to most campus activities at no cost. See the “Expenses” section of the catalog for the amount of fees based on credit totals.
**Student Health Services**

Student Health Service is located on the third floor of the Kellenberg Building, Room K-310. A nurse is available daily for student needs. In an emergency, contact Public Safety by cell phone at 516.323.3500, or dial 3500 from any Rockville Centre campus phone, or utilize any hallway emergency phone or any exterior phone call box. Remember to keep the button pressed when speaking into the emergency call box.

Student Health Services collects immunization records and meningitis vaccination response forms from all incoming students.

**Please Note - For students planning to reside on campus:**

All students planning to live on campus in the residence halls (dormitory) MUST submit a completed Health History and Assessment form and a completed Resident Certificate of Immunization/Physical form by July 15 for the Fall semester and November 15 for the Spring semester. All resident students MUST have two doses of MMR, a meningitis vaccine (booster if first vaccine given prior to 16 years of age), a recent completed physical, and a PPD.

As mandated by New York State Public Health Law #2165, all undergraduate full-time or part-time, matriculated and non-matriculated students attending classes, who are born on or after January 1, 1957, are required to demonstrate proof of immunity to measles, mumps and rubella. New York State Public Health Law # 2167 requires the College to distribute information to all students about meningococcal disease and the availability of vaccination. The immunization records and acknowledgment form concerning meningitis must be presented before registration.

The American College Health Association and the Centers for Disease Control and Prevention (CDC), recommend all students entering college receive two doses of MMR vaccine, (measles, mumps and rubella), a current tetanus-diptheria vaccine, the hepatitis B vaccine series, meningococcal vaccine, chicken pox vaccine (if not immune) and influenza vaccine. All entering students are encouraged to have a complete physical exam and Tuberculin test.

Molloy College has arranged to make available a Student Medical Insurance Plan. All full-time undergraduate students of Molloy College are automatically charged for this coverage. Enrollment in this plan is mandatory for all full-time undergraduate students. If a student elects to waive this coverage, the student must complete the waiver form via the website found on the Allen J. Flood Companies, Inc. website at: www.mystudentmedical.com. Waiver notifications must be filed by October 1st each Fall, to avoid the annual charge. Students entering for the first time in the spring, must file the waiver notification by February 1st.

Part-time undergraduate students, **taking and maintaining a minimum of 6 credits**, can request enrollment in the insurance plan. To enroll, students must complete the enrollment form found on the Allen J. Flood Companies, Inc. website at: www.mystudentmedical.com. Payment for the insurance plan is the responsibility of the part-time student. Please call the insurance company to verify that they received your e-mail enrollment.

For all insurance questions, call the insurance company at 1.800.734.9326 ext. 9260.

**College Athletes may waive the Student Accident and Sickness Insurance Plan.**

**Housing and Residence Life**

Residence Life is committed to establishing a positive atmosphere in Molloy’s residential community. The Office of Residence Life coordinates both social and educational events to enhance the development of our community and enhance the residential experience.

Molloy currently has three residence halls on campus. Housing applications can be found on the Molloy College website. Molloy reserves the right to assign student housing on the basis of space availability and established policies. Molloy College provides room and board accommodations without discrimination.

**The Career Center**

The comprehensive services of the Center are designed to help students successfully manage important decisions that integrate academic studies with their career aspirations. The Center maintains a full range of services including:

- Career counseling
- Vocational interest testing
- Internship opportunities for all majors
- Professional development workshops
- Resumé, interviewing and job search workshops
- Job opportunities (full-time and part-time)
- Employment reference resources
- Scholarship resources
- Career job fairs highlighting Molloy College’s majors
- Career related journals, newspapers and magazines.

Contact the Center at 516.323.3475 or at www.molloy.edu/careercenter. The Center is located in Room PS-320 in the Public Square. Office hours are Monday through Friday 9 am to 5 pm and by appointment. Individual appointments may be arranged on www.joinhandshake.com at the student’s convenience.

**Student Personal Counseling Center**

The Student Personal Counseling Center (SPCC) is a free and confidential counseling service available to all at Molloy College students. The SPCC utilizes the Solution-Focused Brief Therapy (SFBT) model. Unlike traditional therapy, SFBT is short-term and focused on helping students to resolve or effectively manage a specific issue or challenge; or to make a particular desired change.
The therapy is typically focused on the solution to the student’s problem rather than the cause. Sessions are generated towards direct and active intervention, emphasizing students’ strengths, to help them achieve specific and well-defined goals.

Students who would benefit from longer-term counseling, intensive support, or some other mental health expertise not offered through SPCC will be referred to an appropriate off-campus provider.

The SPSS offers a variety of short-term counseling and psychoeducational services. Services include:

- Individual Counseling
- Crisis Intervention
- Couples Counseling
- Support Groups
- Wellness Workshops
- On-Campus Training and Consultation

For questions or appointments, please call 516.323.3484. The SPCC is located in Public Square, Room PS-030. The office is open Monday to Friday, with daytime and evening appointments available.

Campus Ministries

**HOPE: H**ospitality - **OP:** the Dominican Way—for Everyone is the home of Campus Ministries at Molloy College. Located in the Public Square, Room PS-390, all are welcome to come and relax in the lounge and to unwind and take a breath.

Campus Ministries has a wide range of activities including Mass, prayer groups, service and volunteering, retreats and social activities. Students, faculty, staff and administrators all take part in the life of Campus Ministries. Campus Ministries is also there to help people through the tough times in life. All are welcome to come to Campus Ministries for help. Campus Ministries offers people the chance to live out their faith life and to enjoy the company of the many good people at the College.

**Sacred Heart Chapel** is located behind Fitzgerald Residence Hall. It is open so that people can stop in and pray and reflect for a time during their day. Liturgy is celebrated Monday through Friday at 12:15 p.m. and at 8 p.m. on Sundays when school is in session. Proud of and devoted to Molloy College’s Catholic Mission and Dominican Charism, Campus Ministries welcomes all people of good will to take part in chapel services.

Public Safety

Molloy College Public Safety is a service-oriented department committed to protecting lives and property. Public Safety patrols the campus 24-hours-a-day, 365-days-a-year. Motorized, bicycle and foot patrols are performed with an emphasis on visibility and accessibility. All Public Safety officers are trained in first-aid, emergency preparedness and Incident Command System/National Incident Management Systems protocol. Public Safety Officers provide services including: safety education, escorts and vehicle assistance. Public Safety is a diverse department whose members include former law enforcement, fire department and emergency medical and public safety officials.

The Public Safety Office maintains a close working relationship with the Rockville Centre Fire Department, as well as the Rockville Centre and Nassau County Police Departments. Molloy Public Safety officers provide crime scene services pending the response of the law enforcement agency concerned.

The Molloy College shuttle provides transportation between Molloy College and the Rockville Centre train station as well as the Hempstead Bus Terminal. The shuttle operates during the fall and spring semesters. The schedules can be obtained in the Public Safety Office which is located in the Maria Regina Annex. They can also be found online on the Student Affairs and Public Safety web pages.

The shuttle pickup on campus is located in Kellenberg Circle. The Hempstead Bus Terminal pickup area is located on the corner of W. Columbia Street in the Town of Hempstead parking lot. The Rockville Centre train station pickup area is located on the south side of the train station (Sunrise Highway side). Molloy College ID cards are required to ride the shuttles. Shuttle questions or concerns should be directed to the Office of Public Safety at 323.3500.
Regardless of whether an individual needs to attend courses for adult learners, Molloy College has a strong commitment to provide education and development for faculty who would like research assistance at no cost to them. The Faculty Professional Center, CRI also offers its services to full-time research experience. In addition, through the auspices of The Community Research Institute (CRI), which is housed in the School of Arts & Sciences, projects include speakers, conferences, workshops, and outreach opportunities, in addition to the Applied Ethics minor sponsored by the Philosophy Department. For more information, contact 516.323.3340 or email philosophy@molloy.edu.

An interdisciplinary initiative led by the Philosophy Department, the Center for Social and Ethical Concerns is focused on strengthening the connection between curriculum and community involvement. The Center provides a forum and a research resource for the community, faculty and others interested in critical analysis of and dialogue about peace, justice, and empowerment within the community. Projects include speakers, conferences, workshops, and outreach opportunities in addition to the Applied Ethics minor sponsored by the Philosophy Department. For more information, contact 516.323.3340 or email philosophy@molloy.edu.

The Community Research Institute (CRI), which is housed in the School of Arts & Sciences was established in 1987. It provides low cost, high quality research for the benefit of the surrounding community while enabling Molloy students to have hands-on research experience. In addition, through the auspices of The Faculty Professional Center, CRI also offers its services to full-time faculty who would like research assistance at no cost to them.

Molloy College has a strong commitment to provide education and training for adult learners.

Regardless of whether an individual needs to attend courses to enhance job skills, train for a new career, or simply enjoys learning, the Division of Continuing Education and Professional Development at Molloy College offers courses and certificate programs specially designed with the adult student in mind.

Certificate and professional programs are available in the following disciplines: Accounting, Addiction Studies (CASAC training), Business, Child Care, Speech-Language Pathology, Music Therapy, Paralegal, Education, Social Work, Medical Assistant, Floral Design, Human Resource Management, Interior Decorating, Medical Records, Non-profit Management, Nursing, Supervisory/Management, Home Inspection, Pharmacy Technician, and Real Estate. Courses in English as a Second Language (ESL), foreign languages, and writing skills are available for personal enrichment. In addition, programs for high school students are offered throughout the year, including the summer.

Day, evening, and weekend classes are available. For a complete listing of course offerings and schedules, please contact the Division of Continuing Education and Professional Development at 516.323.3550 or at the website at molloy.edu/ce.

The Energeia Partnership, a function of the Advancement Office of Molloy College is a leadership academy dedicated to identifying and addressing the serious, complex and multi-dimensional issues challenging the Long Island region.

Our goal is to recruit proven ethical leaders in the private, public and not-for-profit sectors of Long Island and to furnish them with the information, network and support necessary for corrective action, namely: to serve as change agents, imagining new possibilities for the Long Island region, a necessity for improving the quality of life for all Long Islanders.

In keeping with the tradition of Molloy College, the philosophy of The Energeia Partnership is to create a dynamic learning environment for Long Island leaders committed to action on behalf of justice, the dignity of the human person and the protection of those natural resources entrusted to us.

Those associated with The Energeia Partnership - its staff, board of advisors and faculty, focus on achieving excellence in empowering the Long Island region through leaders able and willing to serve as trustees, leaders who act with integrity on behalf of the common good, with passion and a deep sense of urgency, to strengthen and transform our region for our future and for our children’s future.

“Energeia” - a Greek word used by Aristotle to describe the demonstration of inner character and deeds. It is goodness plus efficiency; it is focused, purposeful, meaningful, effective, energetic action.

The Madison Theatre debuted November, 2011 and has quickly gained recognition as a leading cultural center for both the South Shore and Long Island community.

Our mission at Madison Theatre at Molloy is a versatile, first-class facility that offers a diverse range of world-class entertainment for the South Shore and greater Long Island region. Situated only 30 minutes from Manhattan, we are an incubator for creative development within the artistic community while educating and inspiring young performers, writers and technicians for careers in the performing arts.
within the entertainment industry. The College believes that exposure to the fine arts is an important part of the educational process and the development of a well-rounded person.

**MILL - MOLLOY INSTITUTE FOR LIFELONG LEARNING**

The Institute is based on active and personal involvement of its participants in educational and social pursuits. The Institute is affiliated with the national movement of the Elderhostel Institute Network. Learning is conducive to self-fulfillment for persons who may be retired and have time to pursue new goals. An affiliation with the Molloy Institute for Lifelong Learning, also called "MILL," means that the member does not have to travel from home to continue to learn, to make new friends and experience new interests.

The membership fee entitles the member/student to enroll in two college level credit classes on an auditing basis, to participate in trips to destinations decided upon by the group (extra charge) and to join committees or teach peer led classes of their choice. Molloy College faculty are often hired to teach classes for the group.

Membership is not dependent on past educational and professional background. Group size is limited for positive interaction. One group meets on Tuesdays (MILL I) and another group meets on Fridays (MILL II); a third group, (MILL III), meets at the Molloy College Suffolk Center on Wednesdays. Information is available by contacting Jessie Prasad, MILL Coordinator at 516.323.3940.

**ROTC—RESERVE OFFICER'S TRAINING CORPS**

Qualified full-time Molloy College students may elect to participate in the Army ROTC Program at St. John’s University or Hofstra University on a cross-enrolled basis. Students in the Hofstra ROTC Program taking a course needed for Molloy degree requirements must be enrolled on a “credit basis” at Hofstra (not auditing) to transfer credits. A Navy ROTC Program (for Nursing only) is also available on a cross-enrolled basis at S.U.N.Y. Maritime College. Students may enter the ROTC program at any time prior to completing their sophomore year of studies. There is no obligation to complete the ROTC Program until the start of the junior year. Undergraduate participants may compete for full merit-based scholarships which cover full college tuition, books, fees and a monthly stipend. ROTC courses normally take three to four hours a week with nominal fees.

For any courses that might qualify to be transferred to Molloy, the student must complete and have approved a Permission to Enroll at Another Institution Form prior. The Registrar’s Office can provide direction to further information regarding the Reserve Officer Training Corps.

**MOLLOY COLLEGE SCIENCE AND MATHEMATICS EDUCATION INSTITUTE**

The Science and Mathematics Education Institute was established to serve K-12 science and mathematics education community on Long Island. Given that the ever-changing nature of today’s global society demands that learners of all ages search for truth through critical thinking, reflection and dialogue, the Institute will:
• Serve in an advisory capacity to make the services provided by higher education programs ever congruent with the changing needs of the K-12 science and math education community.
• Encourage diverse K-12 science and math educators to apply and participate in formal and informal programs, coursework and conferences.
• Promote Molloy College as a way to meet pre-service and professional development goals.

The Institute offers one and two-day workshops and courses throughout the year, including special one-week Summer Institutes for Teachers. For more information on upcoming programs www.molloy.edu/ce/smei. To be placed on our mailing list, call Louis J. Cino at 516.323.3549 or e-mail at lcino@molloy.edu.

MOLLOY COLLEGE SPECIAL COLLECTIONS

Molloy College Special Collections consists of art, archival materials, manuscript collections and rare books. These collections are available to students and faculty for individual research and may be used as teaching tools. The collections are also frequently used for exhibitions in the College Gallery and public spaces throughout campus.

The Archives maintains valuable historical records of the College from its founding through the present, as well as an extensive photograph collection documenting campus activities and student life. Among Molloy’s notable manuscript holdings are the Joan Roberts Papers, and our modest rare book collection features a facsimile edition of the Saint John’s Bible.

The College fine art collection includes prints, drawings, paintings and sculpture dating primarily from the 19th and 20th centuries. Art Exhibitions are held throughout the year in the Kellenberg Gallery. The Gallery sponsor exhibitions of local and national artist as well as provide opportunities each year for students and faculty art exhibitions.

SERVICE-LEARNING PROGRAM

In keeping with Molloy’s long tradition of service to those in need, the Program is committed to developing programs and projects that enable students to participate fully in community life. The Program has placed hundreds of Molloy students in non-credit volunteer service in over forty community agencies on Long Island. Additionally, there are numerous opportunities for international service.

SIENA CENTER FOR SOCIAL JUSTICE (SCSJ)

........Dialogue, Diversity and Inclusion

seeks to explore and encourage a deeper understanding and appreciation for people all backgrounds in keeping with the College’s Catholic and Dominican heritage. Through educational programming and services, SCSJ will provide resources that foster
awareness as well as empower constituents with knowledge, tools and experiences that promote global citizenship and a more inclusive campus. The Siena Center will collaborate with other offices on campus, and in the greater Long Island community, to provide engaging social and educational programs that create a safe space and multicultural environments for all constituents. Through our commitment to educating students, staff and faculty on issues of diversity, we hope to promote global citizenry that will encourage the fostering of inclusive communities both on campus and in the world:

• Foster an inclusive and welcoming campus environment.
• Coordinate a comprehensive programming calendar.
• Develop and implement a wide range of diverse and social justice education and training opportunities on topics including gender, race and ethnicity, sexual orientation, disability, campus safety initiatives and socioeconomic class.
• Have an actively engaged campus community that is aware of and appreciates multiculturalism and the multi-faceted aspects of our identity that each of us brings to the table.

SISTER MARY CELESTE BECK SERIES

S. Mary Celeste Beck Series permits auditing of courses by the community on a non-credit, space-available basis for an administrative fee of $50.00 per course and any special course fees. Courses are offered both day and evening. Those interested in specific dates and times for registration should refer to the Academic Calendar posted on the Molloy College website and in Lion’s Den.

S. Mary Celeste Beck students and those interested in the Diocesan Certificate Program in Theology must consult the Continuing Education Department for information on courses. The cost to participate in S. Mary Celeste Beck is $50.00 per course. All arrangements for S. Mary Celeste Beck are done through the Continuing Education Department. Students do not receive college credit for these courses.

Not all departments participate in S. Mary Celeste Beck Series. S. Mary Celeste Beck courses are offered in cooperation with the Communications, English, Music, Philosophy, Psychology, Sociology and Theology departments. Courses run for the entire semester. (Registration is accepted on a space available basis only after Add/Drop and Late Registration Period ends for matriculated students.)

SUSTAINABILITY INSTITUTE

Sustainability Institute is a function of the Office of Advancement. Its mission is to promote transformative education both on and off campus consistent with values of advancing the common good, environmental protection, ethical business practices and civic responsibility, especially in the areas of implementing clean energy and reducing environmental toxins that may impact public health and for sustainable land use planning that preserves open space and sustainable use of resources.

The Sustainability Institute provides a convening function at Molloy College that reaches out to Long Island’s civic and environmental leaders, business executives and government officials, bringing representatives of various interests together, in order to identify mutual interest in support of an agenda of a sustainable economy and society.

Through classroom presentations and experiential learning, the Sustainability Institute helps students gain an understanding of how social change is accomplished, while developing their leadership skills to better serve both their future professions and the larger community. The Sustainability Institute acts as a clearinghouse to guide students who are interested in becoming involved in environmental issues towards student or off-campus organizations, faculty initiated programs and classes.

Academic Policies and Procedures

LENGTH OF PROGRAMS/PROGRESSION FOR DEGREE COMPLETION

The length of time to complete undergraduate programs based on attending full-time and taking 16 credits per semester (Fall/Spring) is as follows:

<table>
<thead>
<tr>
<th>Degree Completion</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts</td>
<td>2 years</td>
</tr>
<tr>
<td>Associate in Applied Science</td>
<td>2.5 years</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>4 years</td>
</tr>
<tr>
<td>Bachelor of Fine Arts</td>
<td>4 years</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>4 years</td>
</tr>
<tr>
<td>Bachelor of Social Work</td>
<td>4 years</td>
</tr>
<tr>
<td>5 Year Combined Degree BA/MS</td>
<td>5 years</td>
</tr>
<tr>
<td>5 Year Combined Degree BS/MS</td>
<td>5 years</td>
</tr>
</tbody>
</table>

NOTE: Effective July 1, 2013, first-time* Direct Loan borrowers are limited in the amount of time they can receive Direct Subsidized Loans. Borrowers may receive Direct Subsidized Loans for no more than 150% of the length of the student’s current academic program (ex. 6 years for a 4-year program). Once a student has reached 150% time limit, they will not be eligible for any further subsidized loans. If they continue to enroll, they will lose the interest subsidy on the subsidized loans they borrowed in the past. Students who have reached the 150% limit will remain eligible for Direct Unsubsidized Loans. Contact the Office of Financial Aid for further information.

INTERSESSION

Courses are offered during the first two weeks in January. No more than one course for three to four credits may be taken by a student. Courses listed as part of the intersession program may not be transferred to, or considered part of, a prior or following semester’s credit load. Intersession courses are billed at the per credit rate and under no circumstances can they be considered as part of the tuition charges and fees of another semester. Permission to take more than one course must be obtained from the Associate Dean for Academic Services.
SUMMER SESSIONS

Molloy College offers courses during several summer sessions on campus. A student may take a maximum of one course for three to four credits during the two-week session, Summer Session Short. Students are limited to a maximum of two courses or six to eight credits in any of the other sessions, as long as the sessions do not overlap.

Permission to exceed these limits must be obtained from the Associate Dean for Academic Services. The maximum credit load for Summer Session L (Long) will vary and will be based on the particular requirements and limitations of the individual courses offered.

Courses are open to students from other colleges and new freshmen admits who are June high school graduates and who wish to begin college courses before matriculating in the Fall semester at Molloy or another college or university.

Molloy College courses and credits are ordinarily accepted as transfer credits by other accredited colleges and universities. They are the equivalent in content and credit to the courses offered during the regular academic semesters. Students planning to transfer the courses should check with their home institution to make sure the courses will be accepted and the minimum grade needed. Summer session courses are billed at the per credit rate, and under no circumstances can they be considered as part of the tuition charges and fees of another semester.

ONLINE AND HYBRID COURSES

Molloy College offers courses in traditional, online and hybrid delivery methods. If a course is offered as online or hybrid, then it will be identified as such in the Lion's Den. For more information about online and hybrid course delivery methods, contact the Office of Blended/Online Learning and Student Success at 516.323.4411.

INDEPENDENT STUDY POLICY

Credit allocation ranges from 1-3 credits. The student chooses the topic in consultation with the faculty sponsor. The quality and depth of content studied will determine the credits allocated for the course. The time allocated for 1-1 meetings with the student/faculty sponsor plus time allocated for student assignments should equal the hour/credit equivalent of 1 credit/15 hours; 2 credits/30 hours or; 3 credits/45 hours.

TUTORIAL POLICY

In extenuating circumstances, permission for a course to be taught as a tutorial may be granted. Only students who have completed 60 or more credits and have a minimum 2.75 grade point average are eligible to request a tutorial. Permission to do a tutorial is reserved for students who are completing a program. A qualified instructor may agree to teach a tutorial with permission from the Dean and Chairperson. Students who enroll in a tutorial must meet the same requirements as those enrolled in the regular course, including attending at scheduled meeting times. The student must obtain the necessary approvals for the tutorial at the time of registration.

SEMINAR/CAPSTONE COURSE POLICY

Seminar/Capstone courses should have the same number of contact hours in the classroom per week as the number of credit hours per course. All students are expected to be present in the classroom. These hours should not be used for one-to-one meetings between individual students and faculty or for students’ independent research which should occur outside the specified classroom time.

INTERNSHIP COURSE POLICY

All internships at Molloy College should have a minimum number of 100 hours per 3-credit course (or 34 hours per credit) at the internship site, and a minimum of four seminars, class meetings or meetings with faculty during the semester. This information can be found in both the course description in the catalog and in the course outline.

CREDIT BY EXAMINATION

Molloy College will grant credit by examination to individuals who have developed college-level competencies outside of the formal classroom situation and can demonstrate this competency. Credit by Examination is awarded and noted as transfer credit on the student’s academic record. The Excelsior College Examination (ECE) by the New York State Board of Regents (formerly Regents, ACT PEP, CPE and REDE tests of The University of the State of New York) and the College Level Examination Program (CLEP) sponsored by the Educational Testing Service are accepted by the College (up to 12 credits).

The College also offers challenge examinations for matriculated students in selected areas. For a Challenge Examination, the Application for Challenge Examinations must be presented to the Registrar’s Office with payment of tuition and fee one month prior to the scheduled examination date. (Nursing students should refer to specific nursing departmental information on tuition and fee one month prior to the scheduled examination date.) The Excelsior College Examination (ECE) by the New York State Board of Regents (formerly Regents, ACT PEP, CPE and REDE tests of The University of the State of New York) and the College Level Examination Program (CLEP) sponsored by the Educational Testing Service are accepted by the College (up to 12 credits).

Advanced Placement credit will be granted to qualified students based upon a score of “5” or better on the Advanced Placement Exam of the College Entrance Examination Board. Students anticipating a major in Biology need a minimum score of “5” to award Advanced Placement credit in Biology. Some scores may not be equivalent to the minimum grade needed and the student may need to take additional coursework. In that case, the Advanced Placement credits can be applied to electives for the degree.

All Credit by Examination awards are based upon submission of official score reports that are submitted to the Admissions Office prior to entering Molloy.

Examinations completed before admission to the college are evaluated as part of the admissions process and are not subject to any fee charges. After admission to the College, students should consult with their advisors regarding the examinations which may be appropriate to the learning objectives and degree requirements before taking any of the examinations. Forms are available in the Office of the Registrar.

For Spanish CLEP Exams, students may be awarded up to 12 credits depending upon their exam results. The credits awarded will be for SPA 101, SPA 102, SPA 201 and a SPA lower-level elective. Students should submit their CLEP Exam results before taking Spanish courses at Molloy to be placed correctly into Molloy courses.

All examinations and transfer evaluations after admission require a Credit by Examination Fee per course. The fees are listed in the
section of the catalog on “Expenses” under “Special Fees”. There is a Sitting Fee charged for registering for in-house examinations. For examinations taken outside the College, whatever the cost is, it must be paid by the student. Further information is available in the Registrar’s Office.

**LIFE EXPERIENCE CREDIT AND PORTFOLIO EVALUATION**

Life experience credit will be granted by Molloy College provided that a student can demonstrate college-level competency through the development of a life experience portfolio. A portfolio is a collection of materials documenting and verifying prior learning for a designated Molloy course or courses applicable to the student’s degree program. The student must obtain and provide evidence of college-level learning. Students requesting prior learning credit must enroll in a portfolio class for elective credit. Admitted students are encouraged to seek approval by the Assistant Vice President for Academic Affairs to enroll in the life experience portfolio course. All completed portfolios must be submitted to the Office of Academic Affairs prior to earning 98 credits.

The following highlights the steps to enroll in a Molloy Life Experience Portfolio Course:

- Student contacts Molloy’s Prior Learning Credit Coordinator to schedule an appointment to discuss prior learning, life experience policy and Molloy course options.
- Student identifies courses that meet prior college-level learning.
- Student meets with the Assistant Vice President for Academic Affairs to review prior learning and appropriate Molloy courses. Assistant Vice President for Academic Affairs initiates discussion with academic discipline.
- Once approved by the Assistant Vice President for Academic Affairs, student enrolls in a three-credit portfolio course.

Subsequent to submission of the portfolio an evaluation is completed by the academic discipline in order to determine if there is sufficient evidence to support awarding of credit. Please consult the Molloy College Prior Learning Credit Guide for complete details regarding this policy.

**TRANSFER COURSES AFTER MATRICULATION: OFF-CAMPUS PERMISSION**

Pursuing courses at other institutions while matriculated at Molloy College is an exception to policy and requires formal permission. Permission may be granted to attend summer sessions at another institution provided the course sought is not being offered at Molloy. In the case where a student lives beyond commuting distance of the College, students may take summer or intersession classes near their home. Permission can be granted to take classes in the fall or spring semester concurrently with classes at the College as long as the combined courses do not exceed 18 credits. Students are limited to the summer maximum credit load at other institutions, as is described in Molloy College’s Summer Sessions policy. The necessary forms for requesting permission to take courses off campus may be obtained in the Registrar’s Office. The last 30 credits toward graduation normally must be completed at Molloy. Transfer credit totals are limited to the totals defined in Molloy’s transfer policies.

Since the above credits are not part of a degree from another institution, credit will only be accepted for courses in which a grade of “C” or better is achieved. A grade higher than “C” may be required by the student’s major department or program of study at Molloy for the transfer coursework to be accepted by Molloy. The course will only be accepted and applied to the student’s record if the grade satisfies Molloy’s requirements. The grade of “P” is also acceptable under the same rules that govern that grade at Molloy. A grade of “P” must be designated as equivalent to a grade of “C” at the other institution. Special permission must be given by Molloy to take a course for a grade of “P”, in addition to the “Application for Permission to Enroll in Courses at Other Institutions.”

**Students may not repeat courses for credit or a better grade at other institutions. All courses that must be repeated must be retaken at Molloy.**

The “Application for Permission to Enroll in Courses at Other Institutions” forms are available in Registrar’s Office, and permission is required prior to enrollment at the other school. Permission will not be granted to attend any other institution nor will credits be accepted if the student has already begun attendance at this school before requesting and receiving approval from the Molloy College Office of the Registrar. The maximum transfer credits allowed according to Molloy’s transfer policy applies when students gain permission to take a course at another institution. To comply with Molloy’s transfer policy, previously accepted transfer work may need to be reduced to accept an additional different transfer course on the Molloy transcript. Transcripts arriving after degree award dates for candidates for graduation may necessitate deferring the degree award date to the next available award date.

The Permission form involves getting approval from the Admissions Office that the course is indeed equivalent to one at Molloy. The department chairperson of the course you wish to take must approve, as does the student’s major department chairperson. Lastly, the Associate Dean for Academic Affairs will review the request and determine eligibility before the Registrar’s Office accepts the form.

**REGISTRATION AND ADVISEMENT**

**New Students:** New freshmen and new transfer students will be scheduled for registration by the Office of Admissions.

**Continuing Students:** The advisement and registration dates for each semester are shown in the Academic Calendar located in this catalog. Before the Advisement and Registration period, registration material will be distributed to all continuing students and posted in the online student access portal - Lion’s Den. This material will provide instructions on how to register and the exact dates and times based upon the student’s total credits earned.

Before advisement/registration, students must have no outstanding balances or Bursar Holds. Students who have failed to meet their financial or other obligations to the College or who have Student Health Restrictions will not receive permission to register until the hold is removed.

For matriculated students the advisor will approve the selection
of courses. It is incumbent upon the student to read the catalog carefully, noting all general education, liberal arts and sciences requirements, major, minor and other related requirements and to plan his/her program with care. The student is responsible for following the catalog and the final choice of courses.

Courses "reserved" by the student during Early Registration are subject to being dropped if not approved by the advisor.

Registration for all students requires the payment of tuition and fees when due. Students not paying their bill will be prevented from registering for subsequent semesters and from receiving official transcripts and diplomas. For Summer and Winter Intersession, students are dropped for courses not paid in advance of the term beginning. Listings of tentative courses planned for the future are posted online with the Course Schedule listings. No student may report for any course and section for which he or she has not registered. Students must attend the course and section for which they are registered. A student may not register for a course unless all prerequisites have been satisfied. The College reserves the right to cancel any course as deemed necessary.

Alumni and Auditor Registration: Alumni and auditors register according to permitted dates announced in the "Registration Guide" booklet, and on the last day for Late Registration in Winter Intersession and Summer Session terms.

Undergraduate Enrollment in Graduate Courses: Undergraduates in the dual degree and five-year programs may enroll in specific graduate-level courses with advisor permission and according the catalog’s list of approved courses. Allowable courses are listed in the undergraduate requirements for the program of study and will be part of the undergraduate or five year program transcript. The number of undergraduate students in a graduate class should not exceed 10% of the total class enrollment. Graduate-level courses that are not allowable for the dual degree or five-year programs will not be credited to the baccalaureate degree. Such courses will be recorded on a graduate transcript as courses taken with a status of non-matriculated graduate-level student.

Schedule Changes/Late Changes: Students may change their student schedule for the upcoming semester after they have registered with their advisor on the web or by completing the Add/Drop Form and presenting it in the Office of the Registrar. The signature of each student’s advisor or, if not available, the Associate Dean for Academic Support Services is also required.

After the last day of the Late Change of Program Period, no changes will be permitted without the signature of each instructor, the Director of Financial Aid and the advisor. Refunds and Policy information is covered under “Expenses.” Changes after this period are considered withdrawals and generate a grade of “W” or “WF”. (See Academic Calendar for more information on dates.)

Late Registration: After the scheduled early registration period for continuing students each semester, students may register on a continuous basis each business day during normal working hours. Late registration ends on the last day of the Late Change of Program Period. Students will be held responsible for all absences resulting from Late Registration and may be required to obtain additional consent from the professor when registering late.
**Full-time/Three-Quarter/Half-time/Less Than Half-time Status for Undergraduate-Level Students:**

**Full-time Study:** Full-time study is twelve (12) or more credits per semester.

**Three-quarter Time Study:** Three-quarter time study is nine (9) credits per semester.

**Half-time Study:** Half-time study is six (6) credits or more per semester. (Students must be half-time to qualify for loan deferments.)

**Less than Half-time Study:** Less than half-time study ranges from one (1) to five and a half (5.5) credits per semester.

**Note:** Credits taken that are not part of the required courses for a degree program or that are not required as prerequisites as a condition of acceptance, are not considered in calculating status to qualify for certain types of financial aid. Refer to the “Financial Aid” section of the catalog for more information.

### CREDIT LOAD

Full-time undergraduate students must be registered for 12 or more credits (or equivalent) each semester. Undergraduate students registered for fewer than 12 credits cannot be certified as full-time students for the purpose of financial aid, loan deferment, athletics, parents’ medical insurance, etc. When a student is considering dropping a course which would result in being registered for fewer than 12 credits, he/she should consult the appropriate offices before the drop is made to avoid major difficulties with financial aid.

Full-time students normally may not carry fewer than 12 or more than 18 credit hours a semester. The normal course load in one semester is 15 or 16 credit hours. Undergraduates are billed extra per credit for exceeding 16 credits. (See “Expenses” section of the catalog for billing information for Honors Program students and Five Year Education Programs.) **To carry more than 18 credit hours, written permission of the Associate Dean for Academic Services is required.**

**Note:** Full-time students who expect to graduate in four years, and who are carrying fewer than 16 credits in any one semester, will have to make up these credits by taking more credits in other semesters or by attending Winter Intersession or Summer Session courses. (Please see costs for each additional credit over 16 credits during a semester for the charges under “Undergraduate Expenses”.)

### AUDITING COURSES

**Policy Information**

Continuing undergraduate, graduate and doctoral matriculated students may sign-up to audit courses during Early Registration. Audit requests for closed courses, if allowed, will need the approval of the departmental chairperson or associate division dean.

Graduate-level and doctoral-level auditors must be matriculated in the discipline that they wish to audit and have permission from their associate division dean.

Courses not open to auditors are: Allied Health, Clinical Mental Health Counselling, Education, Nursing, Speech-Language Pathology, Music Therapy, Social Work, Theatre, Honor Program and certain Study Abroad courses tied to going on a trip. Graduate- and doctoral-level courses are not open to undergraduate auditors. Auditing a course is not allowed for internships, laboratory courses, clinicals or field experience courses for insurance, safety and curricular reasons. Auditors wishing to audit online courses must wait until after the term begins on the designated date at the end of Add/Drop Late Registration Period. Registration is on a “space available” basis to request these courses.

Registrations for auditing must include notice the Registrar’s Office of auditing to assure that the billing and student record are handled correctly. The Registrar’s Office can assist with further information on restrictions.

Cancellation of auditor registrations may be necessary should the college need seats for matriculated students.

Business Program students directed to audit courses should review the Business Division Program information in the catalog or contact the Associate Dean of Undergraduate Business with any questions. These students have extra participation conditions upon them for audited courses. Student may be required to take a proficiency exam to progress.

Molloy students required by the college to audit as a condition for gaining competency needed for graduation will adhere to college policies. Courses listed as “audit” do not meet professional licensing standards.

Overloads for students taking courses for credit and auditing for more than 18 credits will need to have an approval signature to exceed 18 credits by Associate Dean for Academic Services.

### ACADEMIC RECORDS FOR AUDITORS

Audited courses are not graded and no credits are earned. The courses do not count as college-level courses towards full-time, half-time or part-time status, but are considered in the course load limits for work that the student can handle. Audited courses are part of the permanent academic record of the student and are included on all student permanent records and official transcripts.

The grade of “AU” is assigned for all audited courses, whether or not the student attends, participates or completes any work as an auditor. The grade of “AU” does not indicate or reflect work done or completion of the course. At no time will college credit be converted or granted for an audited course. Any change from “audit” status to “for college credit” status or vice versa can be made only at the start of the course during the “Add/Drop” period. Courses that are not taken for college credit are not considered as meeting program requirements and are not eligible for Financial Aid. Transcripts may be requested through the Registrar’s Office.

### AUDITOR POLICIES FOR NON-MATRICULATED STUDENTS AND SPECIAL PROGRAMS

Non-matriculated student auditors may register to audit after Early Registration ends.

Auditors in special programs such as the Alumni Lifetime Scholarships, S. Mary Celeste Beck, PRIME and MILL will be able to sign up to audit after the term begins on the designated date at the end of Add/Drop Late Registration Period on a “space available” basis. (See the Academic Calendar for dates and use Course Search in Lion’s Den to check for open courses.)
**Remedial Instruction**

Remedial instruction provides pre-collegiate coursework that will correct specific areas of deficiency in a student’s preparation for college. The need for remedial coursework may be determined by academic proficiency standards for acceptance or admission into particular programs of study. Remedial courses are numbered from 0001–0999. There is no credit earned towards the degree for completion of remedial courses. Remedial courses are billed for course fees and/or the credit hour equivalent as noted in the course descriptions. The course equivalent credits are counted towards determining credit load and full-time or half-time status. Students must complete remedial courses with a grade of “C” or better. Students who are matriculated contingent upon completion of remedial or developmental coursework, must satisfactorily demonstrate proficiency to proceed to the next level of their studies.

**Pass/Fail Courses**

The maximum number of credits allowed towards a degree for PASS/FAIL courses is 12 credits. Courses for the major, minor or related requirements cannot be taken as PASS/FAIL. If a related requirement allows a “D” or better as acceptable, that course may be taken PASS/FAIL. General Education courses not used towards major, minor or related requirements may be taken as PASS/FAIL. Honors Program courses must be taken for a letter grade.

A request for permission to receive a grade on a PASS/FAIL basis must be made in writing to the Office of the Registrar during the first three weeks of a semester. Beginning with the fourth week of a semester, no request will be accepted for changing from a letter grade status to PASS/FAIL or vice versa. “FAIL” grades will be equivalent to “F” and computed in the student’s index.

The period for requesting permission to receive a grade on a PASS/FAIL basis for the Intersession or for the Summer Sessions is noted in the Academic Calendar.

Students are also reminded that to be eligible for the Dean’s List of Distinguished Students, each semester they must carry at least 12 credit hours of coursework, taken for letter grades.

**Waiver/Substitution Courses**

A Waiver/Substitution Form may be submitted by the student’s advisor and department chair for approval by the Associate Dean for Academic Services. For Education majors, advisors and chairpersons in both the content area and in the Division of Education must approve the request. These requests are reviewed and are subject to denial. If approved, an acceptable course may be substituted for a required course, or a requirement may be waived.

**Attendance and Religious Observances**

**Policy of Responsible Attendance:** Students are expected to attend all classes regularly and punctually and follow the guidelines for missed deadlines in each course syllabus. Nursing majors must check the Nursing Handbook about their specific policies.

Student are responsible to obtain missed lessons and meet all deadlines in the syllabus. Some classes such as language, performance, PED, labs, fieldwork, etc. are highly dependent on in-person participation and instructors may legitimately deduct points for non-attendance.
Religious Observances: A student who will be absent from class because of a religious obligation or practice should inform the instructor in writing at least one week before the day. The student has the right to make up any examination, study or work requirements which may have been missed because of religious observances.

Consequences of Never Attending: Students reported as never attending a course or courses may be reported to lenders for their loans, which could affect loan deferment eligibility. Eligibility for sports and scholarships may also be impaired.

Consequence of Stopping Attendance: Students who attend a course, then stop coming for two consecutive weeks at any point in the semester will be withdrawn administratively. (Refer to Academic Policies under Withdrawal from Courses.)

Hybrid/Online Attendance: In the case of a hybrid or online course, attendance is considered similarly important. Therefore, failure to participate in academic activities is considered an absence. (Refer to your course syllabus for additional information.)

FINAL EXAMINATIONS

Written examinations or their equivalent last class meetings are held at the end of each Fall, Spring Intersession and Summer Sessions. Students are required to attend the final examination, which is also the mandatory last class meeting for Molloy’s classes. The hours of each last class meeting are announced on the Final Examination Schedule and posted in Lion’s Den.

CLASSIFICATION OF STUDENTS

A student’s classification depends upon the number of credits earned. To be ranked as a sophomore or above, a student must have met all entrance requirements and submitted official transcripts for all transfer schools. Non-matriculated students not working on a degree will be classified as non-degree.

Bachelor’s degrees at Molloy College require a minimum of 128 credits. This means a full-time student needs to complete 16 credits each semester to achieve graduation in 8 semesters.

Classification: Earned Credits:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Earned Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>90+</td>
</tr>
<tr>
<td>Juniors</td>
<td>60+</td>
</tr>
<tr>
<td>Sophomores Plus*</td>
<td>60+</td>
</tr>
<tr>
<td>Sophomores</td>
<td>30+</td>
</tr>
<tr>
<td>Freshmen</td>
<td>0-29</td>
</tr>
<tr>
<td>Year 5 of 5 Year Program</td>
<td>120+</td>
</tr>
<tr>
<td>Year 4 of 5 Year Program</td>
<td>90+</td>
</tr>
<tr>
<td>Year 3 of 5 Year Program</td>
<td>60+</td>
</tr>
<tr>
<td>Year 2 of 5 Year Program</td>
<td>30+</td>
</tr>
<tr>
<td>Year 1 of 5 Year Program</td>
<td>0-29</td>
</tr>
</tbody>
</table>

* Associate Degree students who are no longer Sophomores.

GRADING POLICY

(Effective Fall 2000)

A student's scholastic standing is determined by an evaluation of grades attained. Each credit hour has a quality equivalent. The student’s index equals the total number of quality points divided by the total number of credit hours for which the student has received quality points.

Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score Range</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>93.0–100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>90.0–92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>87.0–89.9</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>83.0–86.9</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>80.0–82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>77.0–79.9</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average*</td>
<td>73.0–76.9</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>70.0–72.9</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>67.0–69.9</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>60.0–66.9</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure: For students that attended the course and failed</td>
<td>Below 60.0</td>
<td>0 quality points</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete - Computed as failure until changed. (Automatically becomes an F if requirement is not met by deadline in the Academic Calendar.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn - Student Officially Withdrew by Deadline/before Finals. (No credits earned and no quality points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WA</td>
<td>Withdrawn/Passing - Before End of Course. Grade Recorded by Faculty. (No credits earned and no quality points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn/Failing - Before End of Course. Grade Recorded by Faculty. (Computed as a failure in quality points/GPA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIP</td>
<td>Work-in-Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Passed (Course taken for credit and no quality points; Equivalent to &quot;D&quot; or better)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit (No credits earned and no quality points; attendance not needed to record audit status)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* “C” is the lowest acceptable grade for a course required in major/minor fields. The minimum acceptable grade for the major may be higher in certain departments. Please check departmental requirements.

GRADES RECORDED FOR STUDY ABROAD

Students registered in Molloy College study abroad programs will have the courses and grades earned posted to their Molloy College transcripts under the term they attended. The name of the host institution will be noted on the student’s official transcript for the courses taken abroad. Students planned courses to be taken and Molloy course equivalences are approved prior to studying abroad.

Host institutions sometimes take several months after the students
return to supply official transcripts. Students attending institutions abroad and who are applying to graduate in the same term may have their degrees awarded at a later degree award date due to this circumstance.

Once received, the host institution transcripts are evaluated and the U.S. equivalent grades and U.S. equivalent credits will be noted on the Molloy College transcript. Students who find they are not doing well in a study abroad course should consider requesting a course withdrawal at the host institution prior to final grading. This option may be limited by the host institutions policies and deadlines.

Index Amnesty may be requested for all courses completed in a term for a Study Abroad record. (It is not for individual courses.) It must be requested in writing immediately upon the posting of the records to the Director of International Education and to the Registrar. For Index Amnesty, the record from the host institution will still show the courses, credits and grades earned. The record will remain with the term quality points, term credits attempted, term credits earned and term GPA. The Index Amnesty for the Study Abroad term will still count the credits taken in the attempted and earned overall cumulative credits. The term quality points and term GPA will not be included in the student’s overall cumulative GPA.

INCOMPLETES

A grade of incomplete “I” will be granted only in cases of hardship (circumstances which, in the judgment of the instructor, warrant special consideration). If all coursework is not completed by the last day of class, it is the student’s responsibility to contact the instructor within 24 hours of the final examination. If the student fails to follow the above procedure, the instructor will grade accordingly (as per course outline).

The grade of “I” is earned in a course when the student has not completed all course requirements. Approval is granted only when the student demonstrates circumstances beyond their control which temporarily prevents completion of the coursework. All “Incompletes” must be resolved by the dates indicated in the Academic Calendar for each semester (within 30 days of the last class meeting is recommended). Any extension beyond the published dates of the Academic Calendar requires written approval from the instructor and the Assistant Vice President of Academic Affairs.
Students with “Incompletes” at the end of the term will not be awarded degrees. Pending graduates must have all grades recorded prior to the degree award date in the Academic Calendar or be denied approval for graduation.

The instructor will determine the appropriate amount of time required to complete and change the grade of “I.” An “I” will remain on the record for five class days into the following semester. (Refer to the Academic Calendar for exact deadlines.) If by that time the instructor has not notified the Registrar that the “I” has been changed to a letter grade, the “I” becomes an “F.”

GRADE CHANGES

Grades received in a course are not changed except for special cases where teacher miscalculation is apparent. Grade change requests based on simple re-evaluation of the teacher’s original judgment are not permitted. Grade changes must be initiated within 45 days after the close of the semester in which the grade was earned. Grades earned in past semesteror years may not be changed. All grade changes must be approved by the Division/Department Dean/Chairperson and the Assistant Vice President for Academic Affairs.

GRADE APPEALS

Questions about a grade are first addressed with the Course Instructor, then the Department Chairperson or Associate Dean. Note that certain programs of study have their own procedures; check the student handbook from your program. The next step toward an informal resolution is to speak with the Associate Dean for Academic Services in Kellenberg Hall, K119. Formal grade appeals are time sensitive and complete instructions are in the Molloy Student Handbook found online.

REPEATED COURSES

A student may be allowed to repeat a maximum of four different courses while at Molloy. (Check with the major program of study and the course descriptions for restrictions on repeating.) Courses for cumulative credits, like Independent Studies, Topics, internships and courses in applied music may be taken several times and are not marked as repeats on the student’s academic record. No course for which a student has already received a satisfactory grade may be repeated. In the case that an exception is made to repeat a course with satisfactory grade, the student should be aware this would affect progression requirements for certain types of Financial Aid and increase the time needed to graduate. Credit is never granted for the same course twice, except for the cumulative credit courses.

The most recent letter grade earned is the grade that counts towards the cumulative GPA, earned credits and towards the degree requirements. Prior grades are forgiven but remain on the transcript and as part of the term GPA for the term they were recorded.

If a grade is unacceptable after the second attempt, this problem may be referred to the Associate Dean for Academic Services for individual action. Students may not have an unacceptable grade forgiven by replacing or substituting it with a different course. When a student repeats a course, the forgiven grade remains on the academic record in the term GPA, but it is not calculated in the overall cumulative GPA. Students are not allowed to repeat courses to improve their GPA by attending another institution to repeat a course. (For information regarding Nursing and other departmental policies on repeats, see the appropriate section of the Catalog.)

Students with grades acceptable to meet a requirement are advised not to repeat courses to qualify for degree honors. Certain types of financial aid do not cover unnecessary repeats.

TRANSCRIPTS

The release of transcripts requires a signed request form to the Office of the Registrar along with the required fee. A link for the transcript Request Form with instructions for submission is found on the Molloy website by searching on the keyword: “Transcript.”

Transcript requests are filled as soon as possible after receipt. Students may request for the transcript to be held for final grades being recorded or for the pending award of the degree.

The College reserves the right to withhold a student’s transcript for all programs and terms attended until all financial and/or other obligations to the college are fulfilled.

Transcript notations will be made as required by law. NY State Education law requires notations for violent crimes. More information on the college policy for notations and the findings and appeals process is available in the Student Handbook and at molloy.edu.

PROBATION, SUSPENSION AND DISMISSAL

Probationary standing, academic suspension and academic dismissal are determined by the cumulative index. Probationary status is determined by the Associate Dean for Academic Services at the end of a semester. Students are notified by e-mail.

A 2.0 cumulative GPA represents good standing. Students with GPA’s below a 2.0 are at risk of not progressing towards satisfactory completion of their degrees.

Freshmen who have a minimum cumulative index of 1.8 at the end of the freshman year will be admitted to the sophomore year with probationary status.

Students with 24 or more credits (including transfer credits) are placed on probation the first semester their GPA falls below 2.0 cumulative GPA. Students who show improvement but do not obtain a 2.0 or better cumulative GPA the following semester are placed on continued probation. The third consecutive semester below a 2.0 cumulative GPA students are academically dismissed or suspended.

Students may appeal these general regulations in writing to the Vice President for Academic Affairs if circumstances warrant it. Actions of suspension and dismissal will be recorded on the permanent record.

A student who has been academically suspended may return to the College as a non-matriculated student after consultation with and approval of the Associate Dean for Academic Services. The student would then be required to reach the minimum academic requirements within a time specified by the Associate Dean for Academic Services or be subject to academic dismissal. Students who show evidence of academic improvement and attain a 2.0 or better cumulative index may apply for readmission by filing a
formal application through the Admissions Office.

A student who has been dismissed normally may not return to the College under any circumstances.

NOTE: Any student whose conduct is at variance with the ideals of the College is subject to dismissal from the College.

INDEX AMNESTY

Students who can demonstrate a growth of maturity and direction after seven years of absence and who had previously withdrawn from the college with an unsatisfactory grade point average may apply to the Associate Dean for Academic Services for index amnesty. If approved, all grades for the covered time periods will be adjusted. The grades and grade points will still show on the record and be counted in the “term” GPA. The index amnesty earned credits will count in the overall cumulative earned hours. The index amnesty grade points will not be included in the cumulative overall GPA.

Index amnesty does not remove grades from the student record. The grades remain on the transcript as part of the student’s permanent record. Students with Index Amnesty are not eligible for degree honors.

WITHDRAWAL FROM COURSES

Withdrawal from a course after the Add/Drop Period ends can be voluntary or administrative.

Voluntary Withdrawals

Voluntary withdrawals from a course may be submitted in-person using the “Add/Drop/Withdrawal” form at the Registrar’s Office in W-235 of the Wilbur Arts Center or by request to the instructor online:

- The instructor’s signature and the last date of attendance are required for the “Add/Drop/Withdrawal” form.
- Alternatively, students may request the instructor record their voluntary withdrawal grade and last date of attendance online instead of submitting a paper form.
- The deadline for voluntary withdrawals with grades (“W” or “WA”) that do not compute into the GPA is prior to the mid-semester appraisal date or mid-point of the course.
- The deadline for voluntary withdrawals for classes that run the full semester is the business day before Finals/Last Class Meeting Week. Courses with irregular start/end dates use the mid-point of the course for deadlines. (Refer to Academic Calendar for dates.)
- “W” and “WA” are equivalent grades and do not affect the student’s GPA. In-person withdrawals will generate a “W.” Online submission of a withdrawal grade by the instructor will generate a “WA.”
- “WF” grades are the equivalent of an “F” and compute in the student’s GPA. The instructor may assign “WF” when the student’s work is failing in the second half of the course or at the mid-point of the course (for courses with irregular start/end dates).
- “F” grades are for students who attend the Final/Last Class Meeting and have completed failing work.
- Refer to Academic Calendar for deadlines for full semester courses.

Administrative Withdrawals

Administrative withdrawals are for students who stop attending a course for two consecutive weeks at any point in the semester.

- “WA” is assigned prior to the mid-semester appraisal date or at the mid-point of the course (for courses with irregular start/end dates). After that, the instructor may assign a “WA” or “WF.”
- Students who contacted the instructor with extenuating circumstances and have an approved plan to make up work may remain in a class at the discretion of the instructor. If it is near the end of the course, a grade of “Incomplete” is assigned, pending an approved plan to complete the work. (The last date of attendance for an incomplete grade may affect financial aid and deferments.)
- The instructor’s calculation for assigning a “WA” or “WF” grade is determined by criteria such as past attendance, participation, assignments, tests and course outline expectations.

Withdrawal Consequences

Students choosing to voluntarily withdraw from courses or stop attending should consider the consequences:

- Withdrawing from courses may change the student’s full-time or half-time standing and may require the return of Title IV financial aid funds and could affect the grace or deferment period for repayment of loans, such as Federal Stafford Loans, Federal Perkins Loans and Federal PLUS Loans. Loan grace periods use the last date of attendance. Future eligibility for aid programs such as TAP are affected by not progressing toward the degree as planned. (For financial aid policies and refunds, see catalog section on “Financial Aid” and “Expenses.”)
- Withdrawing from a course may also affect the student’s progression towards a degree. Students who voluntarily withdraw or stop attending a course should discuss the consequences with an advisor. Academic Support Services can also be contacted for students in need of college services such as tutoring, counseling or other services.

Complete Withdrawal from All Courses

Students withdrawing from all courses should also submit the “Separation from College” form and “Financial Aid Withdrawal Consequences” form. Students may opt to take one to two academic semesters off or notify the college that they are not returning.

SEPARATION FROM COLLEGE - LEAVES FOR ONE OR TWO SEMESTERS OFF

Matriculated students may request a separation from college for either one or two consecutive semesters off away by submitting the “Separation From College Form” that is available online through their student account in Lions Den, along with the “Withdrawal Consequences Form for Financial Aid”. Students can be approved to take time off and return to their current program of study under their existing catalog requirements without applying for readmission. Approved students will be allowed to register with their Web Group for Early Registration.

Students leaving college in the middle of a term must drop/withdraw from their in-progress courses. Students may use the
“Add/Drop Withdrawal Form” with their instructor signing off on their last date of attendance or the instructor can enter “WA” or “WF” grades online and report the last dates of attendance. “WF” grades can be assigned by instructors after the mid-point of the term for students failing a class. “WF” grades compute as an “F” grade in the student’s cumulative GPA. (See the Academic Calendar for deadlines.)

Students who would benefit from a meeting with Associate Dean for Academic Services will be put on a hold and be asked to schedule an appointment before they can return.

Students who do not register to continue their studies or who do not submit the “Separation From College Form” will be noted as Withdrawn Administratively.

Readmission to a Program of Study: Students out of college for more than a year and in good standing may return to the college by requesting to be readmitted through the Office of Admissions. Readmitted students will return under the catalog requirements that will be in use for the semester they return. Some courses taken years ago may need to be repeated, should it be determined the the courses are outdated. Some programs limit the length of the degree completion time and may not allow readmission.

Financial Aid/Scholarship Consequences: The separation date from the college is the last date of attendance in their course(s) at the college. Taking any time off from college may require the return of Title IV financial aid funds and will affect the deferment period for repayment of loans, such as Federal Stafford Loans, Federal Perkins Loans, Federal PLUS Loans and TEACH Grants. Loan repayment grace periods that allow six months are based on the last date of attendance. Taking a semester off will generally use up the grace period for loans. Scholarship funds may be affected as well. Future eligibility for aid programs such as TAP may be affected by not progressing toward the degree as planned. Students should contact the Financial Aid Office with any questions about consequences of leaving the college. (See Expenses Section for more information on refunds and return of Title IV.)

Admissions Deferrals/Cancellations: Newly admitted students matriculating at Molloy for their first semester or readmitted students should notify the Office of Admissions directly if they plan to cancel or defer their enrollment to the next term.

SEPARATION FROM COLLEGE - OFFICIAL EXITS

Matriculated students who request to officially withdraw from the College before their program completion or need to take a break for more than two semesters off. This requires filing a “Separation From College Form” online in Lion’s Den, along with the “Withdrawal Consequences for Financial Aid Form”.

Students leaving college in the middle of a term must drop/withdraw from their in-progress courses. Students may use the “Add/Drop Withdrawal Form” with their instructor signing off on their last dates of attendance or the instructor can enter “WA” or “WF” grades online with last dates of attendance. “WF” grades can be assigned by instructors after the mid-point of the term for students failing a class. “WF” grades compute as an “F” grade in the student’s cumulative GPA. (See the Academic Calendar for deadlines.)

Students who do not register to continue their studies or who do not submit the “Separation From College Form” will be noted as Withdrawn Administratively.

Readmission to a Program of Study: Students out of college for more than a year may return to the college by requesting to be readmitted through the Office of Admissions. Readmitted students will return under the catalog requirements that will be in use for the semester they return. Some courses taken years ago may need to be repeated, should it be determined the the courses are outdated. Some programs limit the length of the degree completion time and may not allow readmission.

Financial Aid/Scholarship Consequences: The separation date from the college is the last date of attendance in their course(s) at the college. Taking any time off from college may require the return of Title IV financial aid funds and will affect the deferment period for repayment of loans, such as Federal Stafford Loans, Federal Perkins Loans, Federal PLUS Loans and TEACH Grants. Loan repayment grace periods that allow six months are based on the last date of attendance. Taking a semester off will generally use up the grace period for loans. Scholarship funds may be affected as well. Future eligibility for aid programs such as TAP may be affected by not progressing toward the degree as planned. Students should contact the Financial Aid Office with any questions about consequences of leaving the college. (See Expenses Section for more information on refunds and return of Title IV.)

Admissions Deferrals/Cancellations: Newly admitted students matriculating at Molloy for their first semester or readmitted students should notify the Office of Admissions directly if they plan to cancel or defer their enrollment to the next term.

READMISSION/RE-ENTRY MAJOR REQUIREMENTS

Students are bound by the requirements as stated in the catalog at the time of entrance to Molloy. Readmitted undergraduate degree students, who leave the college and cannot fulfill their original catalog requirements, will be readmitted under catalog requirements in effect when they return. The Admissions Office will determine if any exceptions are allowable. Past catalog curriculum and degree requirements change over time, and generally no longer available as an option for returning students.

Students on approved “Separation from College Leaves” for one to two semesters off, may continue their studies under the catalog for their existing program of study. Some students may be asked to visit the Associate Dean for Academic Services before approval of time off.

COMPLAINT PROCEDURES

Any individual, who believes that Molloy College has acted contrary to its published standards or believes that conditions at the Institution appear to jeopardize the quality of the Institution’s instructional programs or the general welfare of its students, may file a complaint. Complaints may seek advice about procedures from the Vice President for Academic Affairs or from the Associate Dean for Academic Services or from the Student Solution Center.

Informal Procedure

All persons concerned should first make every effort to resolve the matter through informal consultation with involved individuals. Should this fail to resolve the issue, the complainant may meet with the individual’s immediate supervisor. If the problem is unable to be resolved at either of these levels, the formal procedure should be initiated.
HONOR PLEDGE AND ACADEMIC HONESTY

The College maintains and affirms a strong policy of academic honesty. Every member of the academic community has a duty neither to cheat nor to condone cheating, fabrication, plagiarism or facilitation of academic dishonesty. Any member of the Molloy community may report a violation of Academic Integrity to the Associate Dean for Academic Services located in Kellenberg Hall, K-119. Academic infractions are subject to disciplinary action as described in the Department of Nursing Graduate and Post-Graduate Nursing Student Handbook, Graduate Education Orientation Manual/Candidate Handbook and the Molloy College Graduate Handbook and Calendar.

Academic Integrity Statement

Molloy College 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. 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 degree.

Academic Honor Pledge

“As a member of Molloy College, 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.”

INSTITUTIONAL REVIEW BOARD (IRB)

The Molloy College Institutional Review Board (IRB) serves to protect human subjects enrolled in research conducted by faculty, students or administrative personnel at the College. IRB approval ensures that subjects have been adequately informed and consent to participate in all research: (a) conducted by or under the direction of a Molloy College employee; (b) utilizing Molloy property, personnel, students or facilities; or (c) utilizing the institution’s non-public information to identify or contact human research subjects or prospective subjects. Procedures and forms to apply for IRB approval is available on the Molloy College website. Submission of documents can be emailed directly to the IRB at irb@molloy.edu.

COURSE NUMBERING SYSTEM

(Effective Fall 2000)

<table>
<thead>
<tr>
<th>COURSE NUMBERING SYSTEM</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0001–0999—</td>
<td>Non-credit college preparatory and remedial courses. Courses below the 1000-level are not counted towards degree requirements.</td>
</tr>
<tr>
<td>1000–1999—</td>
<td>Introductory studies, normally on Freshman-level. Course assignments require or reinforce basic competency in speaking, writing and critical thinking.</td>
</tr>
<tr>
<td>2000–2999—</td>
<td>Intermediate studies, normally on Sophomore-level. Courses may require prerequisites on the 1000-level. Course assignments require or reinforce speaking, writing and critical thinking skills at a level above basic competency.</td>
</tr>
<tr>
<td>3000–3999—</td>
<td>Advanced level studies, normally on Junior- or Senior-level, taken especially by majors in the departments offering the courses. Courses may require pre- or corequisites. Course assignments require and reinforce mature speaking writing and critical thinking skills.</td>
</tr>
<tr>
<td>4000–4599—</td>
<td>Specialized studies on Senior-level and designed especially for majors in the departments offering the courses. Course assignments require and reinforce excellent speaking, writing and critical thinking skills, responsibility and initiative.</td>
</tr>
<tr>
<td>4000–4599—</td>
<td>Internships</td>
</tr>
<tr>
<td>4700–4799—</td>
<td>Independent Studies</td>
</tr>
<tr>
<td>4800–4899—</td>
<td>High level research courses</td>
</tr>
<tr>
<td>4900–4999—</td>
<td>Senior Seminars and Capstone Studies.</td>
</tr>
<tr>
<td>5000–5999—</td>
<td>Graduate-level courses</td>
</tr>
<tr>
<td>6000–7000—</td>
<td>Doctoral-level courses</td>
</tr>
</tbody>
</table>

Note: All Honors Program and Business Honors courses are numbered as 2900- or 3900-level and designated with an “H” as part of the number.

SEMESTER HOURS/CREDIT HOURS

Molloy’s academic year is based upon a fall and a spring semester. The fall and spring semesters are designed with a minimum length of 15 weeks. The fall semesters run for 15 weeks and the spring semesters run for 16 1/2 weeks. Within each semester, there are scheduled holidays and breaks built into the term. Courses meet on a scheduled basis for a minimum number of meetings per term
designed to achieve the minimum number of minutes per semester hour as required by the state. The New York State Commissioner's Regulations describe the basic formula for computing 1 semester hour of credit for lecture courses as follows:

1 semester hour = 15 hours (of 50 minutes each) = 750 minutes
3 semester hours, therefore = 2250 minimum total minutes

For laboratory work, the formula is:

1 semester hour = 30 hours (of at least 50 minutes each) = 1500 minutes.

The last week of the semester has one final/last class meeting for all courses, which is a mandatory meeting scheduled for every graduate - and undergraduate-level course. The regular weekly class meeting times along with the final/last class meeting are combined together for the total meeting time minutes.

For undergraduate courses, a 3-credit course meeting thrice-a-week would meet for 60 minutes x 39 meetings for 2340 minutes, plus 60 minutes for final/last class meeting for a total of 2400 minutes.

For undergraduate courses, a 3-credit course meeting twice-a-week would meet for 85 minutes x 26 meetings for 2210 minutes, plus 85 minutes for final/last class meeting for a total of 2295 minutes.

For undergraduate courses, a 3-credit course meeting once-a-week would meet for 170 minutes x 13 meetings for 2210 minutes, plus 85-170 minutes for final/last class meeting for a total of 2295 to 2380 minutes.

For undergraduate courses, a 4-credit course meeting twice-a-week would meet for 115 minutes x 26 meetings for 2990 minutes, plus 115 minutes for final/last class meeting for a total of 3105 minutes.

For undergraduate courses, a 4-credit course meeting once-a-week would meet for 225 minutes x 13 meetings for 2925 minutes, plus 115 minutes for final/last class meeting for a total of 3040 minutes.

Courses meeting for more than 4 credits or less than 3 credits have meeting times adjusted according to the number of meetings per week per term and the final/last class meeting time to comply with the minimum number of meeting minutes required.

Shorter, non-standard semesters, such as January Intersession or the Summer Sessions have more frequent and/or longer class meetings to meet the minimum mandated meeting time regulations.

This description of Semester Hours (Credit Hours) is presented for a quick insight into the formula and the process. For specific information on a particular class or on time periods, please contact the Office of the Registrar or the Vice President for Academic Affairs.

**HIGH SCHOOL EQUIVALENCY DIPLOMAS - NY**

Students wishing to receive a New York State High School Equivalency Diploma may do so by completing 24 credits on a non-matriculated basis. Candidates must be otherwise eligible for admission to a degree program at the college they attend and fully comply with all eligibility requirements as listed on the Application for the New York State High School Equivalency Diploma Based on Earned College Credit. The twenty-four credits shall be distributed
as follows:

- Six credits in English language arts, including English composition, English literature, speech and creative writing
- Three credits in natural science
- Three credits in humanities
- Three credits in mathematics
- Three credits in social science
- Six credits in college degree program requirements

Candidates are advised to visit the New York State Education Department website for any changes to the requirements and further details on obtaining a New York State High School Equivalency Diploma. Students without high school diplomas can apply to attend as non-matriculated students. (Molloy College requires applicants to have a high school diploma to be accepted and matriculated in a program of study.) Non-matriculated students without high school diplomas may register on a space-available basis during continuing registration periods and will not have advisors to approve their course selections. Students without high school diplomas and attending as non-matriculated students are not eligible for financial aid. Generally, courses taken at an accredited New York state college towards credits for a High School Equivalency Diploma can be accepted as transfer credits by Molloy subject to the admissions standards for the college and the program of study desired.

Honors Awards and Policies

ALUMNI AWARD

Presented to a member of the graduating class who best characterizes a spirit of service and loyalty to the Alma Mater and will serve as liaison between the Alumni Association and his/her class. To be eligible, a student must have earned at least 60 credits at Molloy.

ANSELMA SCHOLAR

The College’s highest honor will be conferred at graduation on the student who has maintained an index of at least 3.70 for three years as a full-time student at Molloy. The student must have given evidence of a high degree of leadership and must have participated in extracurricular activities and exemplified the ideals and policies of the College.

DEAN’S LIST OF DISTINGUISHED FULL-TIME STUDENTS

Published at the end of each semester, it contains the names of matriculated full-time undergraduate students in good standing who, during the preceding semester, attained a minimum scholastic index of 3.60 and maintained a high standard of personal conduct, cooperation and loyalty to the ideals and standards of the College. To be eligible for the Dean’s List of Distinguished Students, a student must carry at least 12 credit hours of coursework, taken for letter grades, for the semester. Courses taken on a Pass/Fail basis are usually excluded. Student teachers following a competency-based program are evaluated according to criteria built into the program.

Students who receive an “Incomplete” will not be eligible for the Dean’s List for that semester. Exceptions to this regulation are based on extraordinary circumstances and will be determined by the Assistant Vice President for Academic Affairs.

DEAN’S LIST OF DISTINGUISHED PART-TIME STUDENTS

The above full-time student rules also apply to the Dean’s List of Distinguished Part-Time Students with the following exceptions:

Matriculated part-time undergraduate students who have completed at least 12 credits in the last two consecutive semesters (none of which have been counted toward prior inclusion on the Dean’s list - Winter Intersession is generally excluded), and have achieved a minimum GPA of 3.60 in each semester, will earn a place on the List of Distinguished Part-Time Students.

- It will be the responsibility of the student to request in writing inclusion on this list. Deadline for submission of requests is 30 days after a semester ends. Accompanying this request should be a copy of the student’s current transcript or grade report indicating credits and cumulative index.

- Once a student earns a place on the Dean’s List of Distinguished Part-Time Students, an additional 12 credits taken in two consecutive semesters, with a GPA of 3.60 for each of the two semesters must be completed before the student can be placed on a subsequent List of Distinguished Part-Time Students.

DEGREE DISTINCTION AT GRADUATION

To be eligible for a degree distinction notation to the diploma and records at graduation, students graduating with any Baccalaureate degree must earn at least 60 credits with letter grades (not Pass/Fail credits) at Molloy and achieve a minimum cumulative index.

Challenge Exam credits, Credit by Examination, waived credits, Lifelong Learning (Experiential Learning) credits and transferred credits from other colleges are not considered as part of the 60 credit minimum needed. Credits and grades for courses officially registered and completed as part of the Study Abroad Program at Molloy will be counted as part of the cumulative overall GPA and minimum of 60 credits earned at Molloy. For any students with Study Abroad Index Amnesty, those credits and grades will not be included in determining degree distinction eligibility.

Students in the 5-Year Education Programs being awarded a Bachelor's/Master’s combined degree at the completion of all requirements for the 5-Year Programs will be considered for degree distinction based on overall GPA for courses taken in both undergraduate and graduate divisions. (For the Commencement Brochure, no additional notations for achieving a 4.0 GPA are made for the 5-Year Program students.)
Categories of Degree Distinction:

- **Cum Laude:** index of 3.60 or better.
- **Magna Cum Laude:** index of 3.75 or better.
- **Summa Cum Laude:** index of 3.90 or better.

Students should not repeat courses for better grades to qualify for degree honors. When students have earned acceptable grades towards satisfying their program requirements, some types of financial aid, including TAP, will not cover unnecessary repeats. Required repeats or courses required to have a higher grade will have the flagged course credits and grade forgives in the record and not calculated into the overall cumulative GPA for degree distinction.

**NOTE:** For the commencement brochure, anticipated degree distinction will be noted based upon student’s cumulative GPA up to the end of the Fall/Winter Intersession term before graduation. Student registration must show the student will have the 60 Molloy credits. The finalized degree distinction is noted on the diploma and final transcript.

**DEPARTMENTAL HONORS AT GRADUATION**

Departmental Honors are awarded during the May commencement week events to students of outstanding scholarship in their program of study. To be eligible a student must: have an overall cumulative grade point average of 3.50, have a 3.50 average in their requirements for their major program of study requirements, have earned at least 60 credits at Molloy (30 credits if receiving an Associate’s Degree), have half of the major requirement credits earned at Molloy and have fulfilled any departmental requirements for all honors set down by the respective areas. To be eligible for May awards, students may have been awarded a degree with prior year degree award dates in August, December or January, or may be pending candidates for May graduation. Students, who are pending for the August graduation, will be considered for Departmental Honors in the following year.

For Allied Health’s applied associate in science degree students, the two and a half year program is always completed in August. These students will be honored in May if they qualify and if they are pending candidates for graduation.

Each department/school of study may choose to give two awards in a discipline - one high honors and one honorable mention. Where there are unique programs of study in a department, there will be additional awards.

For Childhood Education in any content area, there is one award for high honors and one for honorable mention. The award is based on grade point averages in the content area and education requirements. (There are no awards for students in Childhood Education by content area.)

For students in Adolescence Education, there will be one award in each of the following areas, based on both the grade point average in the content area and the education requirements: Biology, Earth Science, English, Mathematics, Social Studies and Spanish.

For Special Subjects in Education, there is one award for high honors and one for honorable mention for Music Education and the same for Visual Arts Education.

Five Year Combined Degree students pending for graduation are eligible to be considered with the B.S. and B.A. student nominees.

**FOURRAGÈRE - HONORS CORD PRESENTATION**

The Fourragère or Honors Cord worn about the left shoulder of the academic gown symbolizes scholastic achievement at Molloy College. It derives from the French military decoration for distinguished service. Students receive the White Fourragère for one year’s excellence (two consecutive semesters on the Dean’s List); American Beauty rose for two year’s excellence (four consecutive semesters on the Dean’s List); and gold for attaining scholastic honors for three year’s excellence (six consecutive semesters on the Dean’s List). A special blue Fourragère is presented to those students who have attained the distinction of being on the Dean’s List for eight consecutive semesters. (Effective for students entering Fall 2013). The American Beauty Rose Fourragère is the highest honor achievable for most transfer students.

For part-time students who have requested in writing to Academic Affairs inclusion on the Dean’s List of Distinguished Part-Time Students, consideration for the Honors Cords may be given when the student is attaining the equivalent of two consecutive full-time semesters taken for letter grades. This would mean the student has achieved the Dean’s List of Distinguished Part-Time Students twice and consecutively. (See the topic on “Dean’s List of Distinguished Part-Time Students.)

Students in the Five Year Education Programs for the combined BA/MS or the BS/MS degrees can qualify for the Honors Cord with the undergraduate students for undergraduate coursework completed by the end of the fourth year of the program (Spring of the Senior Year Professional Semester). Graduate-level coursework required for the Fifth Year Professional Semesters is not considered for Honors Cords eligibility. Honors Cords for Five Year Education Programs are awarded at Honors Convocation. (BA/MS and BS/MS candidates attend the Graduate Hooding Ceremony.)

**HONORS CONVOCATION**

An Honors Convocation is held annually so that the faculty and entire student body may give recognition to undergraduate students who have attained high academic standing.

**M AWARD**

The M Award is bestowed upon the Molloy senior who best exemplifies academic maturity, social excellence and leadership necessary in answering the challenge of college. To be eligible, a student must have earned at least 60 credits at Molloy.

**SISTER MARION VINING AWARD**

Awarded at graduation to the English major who has demonstrated extraordinary creative or analytical ability in the use of or study of the English language. The student must have completed 18 or more credits in English at Molloy and must have received a “B” or better in every English class taken at Molloy.
Honor Societies

ALPHA KAPPA DELTA

Alpha Kappa Delta seeks to acknowledge and promote excellence in scholarship in the study of sociology, the research of social problems, and such other social and intellectual activities as will lead to improvement in the human condition. The Alpha Rho Chapter of Alpha Kappa Delta, the International Sociology Honor Society, is open to Junior and Senior Sociology majors and minors who have completed at least 12 credits in Sociology, and who have maintained a minimum cumulative index of 3.3, and an average index of 3.00 in all sociology courses taken. Application for membership may be made through the Sociology Department.

ALPHA MU GAMMA

The Beta Theta Chapter of Alpha Mu Gamma, the National Foreign Language Honor Society of the United States, has as its primary purpose the honoring of students for outstanding achievement in foreign language study in college. To join, students must have received two grades of “A” and one of “B” or higher in college courses in one foreign language. The society, founded in 1931 has as one of its major activities the sponsorship of National Foreign Language Week proclaimed by the Presidents of the United States since 1957. In order to be eligible, students must meet the following criteria before applying: 1) completed one full academic year, 2) taken at least 12 college credits in the same foreign language (9 or more at Molloy College), 3) received two grades of “A” in one foreign language, 4) have an overall of 3.0 or above, 5) have a partial GPA of at least 3.3 in all foreign language courses taken.

ALPHA PHI SIGMA

The Zeta Lambda Chapter of Alpha Phi Sigma, The National Criminal Justice Honor Society, is open to students who maintain a minimum of 3.2 overall Grade Point Average and a 3.2 in their criminal justice courses. The students must also rank in the top 35% of their classes and have completed a minimum of four courses in the criminal justice curriculum. The Honor Society is open to those with a declared criminal justice major or minor. Application for membership is made through the Department of Criminal Justice.

CHI BETA PHI

The Alpha Sigma Chapter of Chi Beta Phi, an honorary scientific fraternity for undergraduates of four-year degree-granting colleges and universities, admits to membership students who have a minimum cumulative index of 3.00 and have completed at least 20 credit hours in the natural sciences and mathematics with an index of 3.00 in these courses. The minimum 20 credits must have been taken at Molloy College. Qualified alumni and science faculty of the College may be elected as regular or honorary members by a majority vote of the active membership of the chapter.

DELTA ALPHA PI

Delta Alpha Pi Honor Society, the first of its kind in the nation, was established to recognize the academic accomplishments of college and university students with disabilities. The Beta Epsilon chapter at Molloy College was established in 2011. It is open to Molloy College students who have presented to the DSS/STEEP Office with a documented disability or chronic illness and demonstrates an interest in disability issues. Undergraduate students must have completed a minimum of 24 credits and earned an overall grade point average of 3.1. Graduate students must have completed a minimum of 18 credits and earned an overall grade point average of 3.3.

DELTA EPSILON SIGMA

The Gamma Omega Chapter of Delta Epsilon Sigma is the National Scholastic Honor Society for Catholic colleges. Juniors and seniors with a minimum cumulative index of 3.75, who rank in the upper 20 percent of their class at the end of the Fall semester and have earned at least 64 credits at Molloy College are eligible for membership. In addition to meeting the academic requirements, students must provide direct service to others. Service provided should be unrelated to major or course requirements (i.e., internship, career experience). Students, eligible for induction, will be required to submit documentation of service given.

KAPPA DELTA PI

Kappa Delta Pi is an International Honor Society in Education. Founded in 1911, the goals of this society are to promote excellence in and to recognize outstanding contributions to the field of education. Its aim is to foster high standards of preparation for the teaching profession. Membership in Molloy College Chi Epsilon Chapter is open to those education students who have maintained a cumulative index of at least 3.75 and completed the Pre-Professional semester (undergraduates) or 3.85 and completed a minimum of 15 credits (graduates). Candidates must also complete a pre-candidacy period in which the member attends a minimum of one KDP workshop or meeting prior to induction. Additionally, teacher candidates must complete a written statement highlighting volunteer service in an educative environment.

KAPPA MU EPSILON

Kappa Mu Epsilon is a national honor society in mathematics to promote the interest of mathematics among undergraduate students. Founded in 1931, there are over 200 chapters across the country. New York Rho is the Molloy College chapter established in 2009. To become a part of the chapter, the student must be full-time and have completed at least three semester of college work. In addition, they must be in the top 35 percent of their class, completed at least three college math courses (MAT221 or higher), including Calculus, with a grade of B or better in these courses. A transfer student must have completed at least one semester at Molloy College and at least one mathematics course (MAT 221 or higher) with a grade of B or better at Molloy. Interested applicants should contact the Department of Mathematics.

KAPPA OMICRON NU

Kappa Omicron Nu is the National Honor Society for Human Sciences. The Molloy College chapter of Kappa Omicron Nu, Nu Alpha Kappa was established in September 2017. The goal of Kappa Omicron Nu is to foster “excellence in leadership, scholarship
and research” through multidisciplinary education, research, and service for the health of individuals, families and communities. The Nu Alpha Kappa chapter of the society at Molloy College embraces the mission of Kappa Omicron Nu, honoring students from the Department of Communication Sciences and Disorders who exemplify their high standards integrating theory, research and clinical practice through constant intellectual curiosity, compassionate service, cultural humility and strong professional ethics. Undergraduate student membership requires completion of at least 45 credit hours (30 credit hours for Transfer students) at Molloy College and rank in the top 15 percent of their class.

LAMBDA EPSILON CHI

Lambda Epsilon Chi (LEX) is a National Honor Society for Students of Paralegal Studies/Legal Studies. The purpose of the Molloy College Chapter of LEX is to recognize persons who have demonstrated superior academic performance in an established program of paralegal studies/legal studies in which they earn a Paralegal Studies Certificate. Undergraduates who have declared a Legal Studies Minor, attained a minimum GPA of 3.5 or better in Legal Studies courses, and who have a minimum overall GPA of 3.25 or better are invited to apply for membership in LEX. Application for membership is made through the Director of Legal Studies/Paralegal Studies.

LAMBDA PI ETA

Lambda Pi Eta, the National Honor Society for Students of Communication is a member of the Association of College Honor Societies. It seeks to recognize, foster and reward outstanding scholastic achievement in the field of communication studies. The honor society is open to full-time juniors and seniors who rank in the top 35 percent of their class and have a minimum cumulative GPA of 3.0. In addition, students must have completed 15 credits in communications courses with a 3.25 index in these courses.

OMICRON ALPHA ZETA

The Omicron Alpha Zeta is the Molloy College Honor Society. Nominees for Omicron Alpha Zeta are chosen from those juniors and seniors who have maintained a 3.50 cumulative index for their last two consecutive years (64 credits) at Molloy College. Members of Omicron Alpha Zeta are required to give evidence of leadership ability, cooperation with Molloy College policies and participation in extracurricular activities. Part-time students must be within 20 credits of graduation. Election to membership is based on a seventy-five percent favorable recommendation by faculty.

PHI ALPHA THETA

Phi Alpha Theta is a National History honor society founded in 1921. Its purpose it to recognize and promote high academic achievement in the field of History. The Molloy Chapter of Phi Alpha Theta, known as the Alpha-Alph Sigma, we established in March 1983. The Honor society is open to Juniors and Seniors with a declared major or minor in History. Students must maintain a GPA of 3.1 or better in History and 3.0 overall. They must complete a minimum of 12 credits of coursework in the discipline and at least one upper-level course. The students must rank in the upper third of their class.

PHI SIGMA TAU

The National Honor Society in Philosophy (New York Epsilon Chapter) invites students who have met the following requirements to apply for membership: completion of at least 6 credits in philosophy and/or ethics, with a 3.70 index in those courses; an overall index of 3.50. Application for membership may be made through the Philosophy Department.

PI KAPPA LAMBDA

Pi Kappa Lambda is the national honor society for music, with over 200 chapters and 64,000 members. Founded in 1918, Pi Kappa Lambda is dedicated to the fostering of scholarly interest in the theoretical and historical aspects of music, and to the pursuit of eminent achievement in performance, composition, music education, music therapy, and research.

The primary purpose of Pi Kappa Lambda is to recognize the highest levels of academic scholarship and musical achievement. The Kappa Nu chapter was established at Molloy College in 2013. Nominees for Pi Kappa Lambda are elected by a committee of music faculty members. Eligible music majors must be in residence at Molloy College for at least four semesters, demonstrating outstanding scholarship and musicianship. Juniors who rank in the top 10% of their class and seniors who rank in the top 20% of their class who meet all requirements will be considered for membership.

PI SIGMA ALPHA

Pi Sigma Alpha, the National Political Science Honor Society founded in 1920. Its purpose is to recognize and promote high academic achievement in the field of Political Science. The Molloy Chapter of Pi Sigma Alpha, known as the Alpha Kappa Phi Chapter, was established in March 2016. The Honor Society is open to Juniors and Seniors with a declared major or minor in Political Science. Students must maintain a grade of “B” or better in all Political Science courses. They must complete at least on upper-level course and have completed 12 credits of course work in the discipline. The students must rank in the upper third of their class.

PSI CHI

The National Honor Society in Psychology seeks to advance the science of psychology and to encourage, stimulate and maintain the scholarship of its members in all fields, particularly in psychology. For active membership the candidates must have achieved an overall GPA of at least 3.40 on a 4-point scale. In addition, students must be at least second-semester sophomores at Molloy College as a psychology major or minor, have completed 9 credits in Psychology and have a Psychology GPA of 3.0 or higher.
Psychology majors or minors who meet these requirements will receive an invitation to membership from the department.

SIGMA BETA DELTA
Sigma Beta Delta is an International Honor Society for management, marketing, accounting, economics, and finance. The purposes of Sigma Beta Delta are to encourage and recognize scholarship and achievement among business students; and to encourage and promote personal and professional improvement; and to encourage a life distinguished by honorable service to human kind. Eligible students: Only junior/senior business students that (1) have a cumulative GPA of 3.5 or above, and (2) have completed at least 18 credits of their major requirements are privileged with an invitation to become a member of Sigma Beta Delta.

SIGMA TAU DELTA
The Alpha Phi Theta chapter of Sigma Tau Delta (STD), International English Honor Society, seeks members who are dedicated to the study of English literature and creative expression. All students who rank in the top 35% of their class and who have earned at least a “B” average in no fewer than 9 credits of English literature courses are encouraged to apply for membership. Admission is further contingent upon regular participation of the student’s written work (an analytic or creative piece) at one of the Society’s meetings.

SIGMA THETA TAU INTERNATIONAL, EPSILON KAPPA CHAPTER
Sigma Theta Tau International, Honor Society of Nursing, invites students who have demonstrated a commitment to nursing excellence and academic achievement. The society promotes leadership and scholarship in practice, education and research to enhance the health of all people. Candidates for membership in Epsilon Kappa Chapter in the undergraduate RN/BSN programs, must have completed half the nursing curriculum, have at least a 3.0 in nursing and be in the top 35% of their class and meet the expectation of academic integrity. Graduate students who have completed 1/4 of the curriculum, have at least a 3.5 GPA and meet the expectation of academic integrity. Nurse leaders are also inducted who are legally recognized to practice nursing, have a minimum of a baccalaureate degree and demonstrate achievement in nursing.

THETA ALPHA KAPPA
Theta Alpha Kappa is a national honor society for professors and students of Religious Studies and Theology. Its prime purpose is to recognize excellence and further growth in Religious Studies and Theology at the undergraduate and graduate levels. Theta Alpha Kappa seeks to encourage research, good teaching and publication; to encourage an exchange of learning and thought among scholars and to bring together students and teachers of Religious Studies and Theology in an intellectual and social fellowship. The name of the society derives from the first letters of the three Greek words Theos (God), Anthropos (humankind), and Koinonia (community), the three areas of primary concern to students of Religion and Theology. The guidelines for student membership are completion of a total of 12 undergraduate and/or graduate credits in Religious Studies or Theology with a grade average of 3.50 or “B+” and a cumulative index of 3.00 or “B”. For membership application, see the Department of Theology and Religious Studies.
Degree and Graduation Requirements

Molloy College has set minimum requirements for the awarding of degrees. Some programs of study may have higher minimums or additional standards for graduation requirements. Students must refer to the major requirements information listed under each program of study for specific details.

New and first-time Molloy transfer students entering the College during any academic year will follow the major and other requirements as described in the current catalog for their entry year. Continuing students must complete the degree requirements that were approved for the student upon acceptance into a program of study. When the student declares a major, changes a major or is readmitted to the college after an absence, the Office of Admissions will reevaluate the previous work and approve the student’s program of study according to the Readmission Policy and current catalog’s policies.

Students are required to complete a minimum number of credits in liberal arts and sciences. A list of approved liberal arts and sciences courses is available in the students’ online access in Lion’s Den, along with a report to check the totals.

In addition to the liberal arts and sciences requirements and the General Education requirements, programs where it is applicable, students must also fulfill the departmental requirements for an area of concentration and elect courses for cultural or professional value. Students should refer to the programs of studies for their areas of concentration.

A minimum grade of “C” or better is required in courses used to fulfill major and minor requirements. Some programs may require higher grades in the majors or minors and also may have higher minimum grades for related requirements and prerequisites.

For the A.A. degree in Liberal Arts and Sciences, “D” grades in the General Education requirements are allowed. The overall minimum, GPA of 2.0 is required for the A.A. degree in order to be approved to graduate.

WRITING-INTENSIVE REQUIREMENT

All students are required to take at least two writing-intensive courses in their major, normally one on the 200- or 300-level and the other on the 400-level. These courses are designated in boldface under the course title found in the “Course Description” section of the catalog. Writing-intensive courses incorporate writing assignments that strengthen students’ abilities to communicate clearly and effectively in a discipline and that enhance students’ understanding of the content of that discipline. The pedagogical goals include methods and standards unique to the discipline to assist students in their development as scholars. Among other things, this process involves a demonstration of the mastery of a select body of knowledge and an articulated argument reflecting the students’ thoughts, voice and insights.

RESIDENCY REQUIREMENTS - TRANSFER WORK

There are specific residency requirements in regard to transfer of credits from other colleges before the completion of degrees. All students, including transfer students, electing to complete a major must complete at least one-half of the requirements for the major at Molloy College. To have a minor noted on the transcript at graduation, at least one-half of the requirements for the minor must also be completed at Molloy College.

Any exception to this will be made in writing by the Departmental Chairperson with the approval of the Vice President for Academic Affairs.

The last 30 credits towards a degree must be taken at Molloy.

For students approved to do Study Abroad courses during their last year in college, graduation review will only be done once official transcripts are received. For delays in documents, graduation may be deferred until the next available conferral date. Only credit hours are accepted in transfer, based upon the minimum grade required. Cumulative grade point averages for new transfers to Molloy begin with the first semester of grades recorded at Molloy, and exclude transfer work GPA.

DECLARATION/CHANGE OF MAJORS OR MINORS

Students wishing to change their major, minor or teacher certification, or to add or delete all or part of a major, minor or teacher certification, must submit a Change of Major/Minor Request through the student’s account in Lion’s Den. Some programs require an interview or audition before review of academic qualifications. All newly admitted undeclared majors will have until the end of their freshman year to declare a major.

For students working on a degree of Associate’s in Applied Science in Allied Health programs, students must complete the AAS degree before requesting to be accepted into a four or five year program, such as Molloy’s Health Service Leadership Program. Students may apply to continue after graduation from one of the AAS Allied Health Programs to enter a bachelor’s program through Admissions. There is no option for a second major or minors for students in the Allied Health AAS degree programs.

ASSOCIATE IN ARTS DEGREE (AA)

The Associate in Arts degree may be earned by students who:

- Choose a two-year sequence in Liberal Arts and Sciences.

Graduation Requirements for the AA degree are:

- A minimum cumulative average of 2.00 (“C” average). (Students planning to continue in Bachelor’s degree programs may need higher grades, as some majors require higher grades and GPAs for overall and/or major and related requirements.)
- Completion of FST 1000, unless waived for transfer of 30 or more credits from another college.
- Completion of the college General Education requirements for the Associate’s degree. (The Core requirement for Juniors is not required.)
- Satisfactory completion of 64 credits (44 credits in...
General Education and 19-20 credits in electives, depending upon need for FST).

- Completion of a minimum residency requirement of 33 credits, including the final 12 credits, completed as a matriculated student at Molloy.
- Completion of the liberal arts and sciences requirement of 45 credits for the Associate in Arts degree.
- File an online Application for Graduation within the deadlines published in the Academic Calendar.

ASSOCIATE IN APPLIED SCIENCE DEGREE (AAS)
The Associate in Applied Science degree may be earned by students who:

- Choose a program in Respiratory Care or Cardio-Vascular Technology.

Graduation requirements for all AAS degrees are:

- A minimum cumulative average of 2.00 (“C” average). “C” is the lowest acceptable grade for any major requirements. (Some majors require higher grades and GPAs for overall and/or major and related requirements.)
- Completion of FST 1000, unless waived for transfer of 30 or more credits from another college.
- Fulfillment of the General Education requirements for the Applied Associate’s degrees. (The Core requirement for Juniors is not required.)
- Completion of all major, related and special requirements for the program of study.
- Satisfactory completion of the minimum credit requirement for each student’s A.A.S. program (78 for Respiratory Care, 74 for Cardio-Vascular Technology).
- Completion of a minimum residency requirement of 33 credits, including the final 12 credits, completed as a matriculated student at Molloy.
- Completion of the liberal arts and sciences requirement of 20 credits for Applied Associate’s degrees.
- File an online Application for Graduation within the deadlines published in the Academic Calendar.

BACHELOR OF ARTS DEGREE (BA)
This degree may be earned in a four-year course of study by students who:

- Choose as an area of concentration: communications, computer science, criminal justice, English, history, a liberal arts oriented interdisciplinary studies, mathematics, philosophy, political science, sociology, Spanish or theology.
- Choose to become Adolescence Education school teachers in the following areas of concentration: English, mathematics, social studies or Spanish.

Graduation requirements for all BA degrees are:

- A minimum cumulative average of 2.00 (“C” average). “C” is the lowest acceptable grade for any major or minor requirements. (Some majors require higher grades and GPAs for overall and/or major and related requirements.)
- Completion of FST 1000, unless waived for transfer of 30 or more credits from another college.
- Fulfillment of the General Education requirements for the Bachelor’s degrees.
- Completion of all major, related and special requirements for the program of study.
- Completion of the minimum of 128 credit hours. Some departments may require more.
- Completion of a minimum residency requirement of 30 credits, including the last 30 credits, completed as a matriculated student at Molloy.
- Completion of the liberal arts and sciences requirement of 90 credits for Bachelor of Arts degrees.
- File an online Application for Graduation within the deadlines published in the Academic Calendar.

BACHELOR OF FINE ARTS DEGREE (BFA)
This degree may be earned in a four-year course of study by students who:

- Choose an area of concentration: art.

Graduation requirements for all BFA degrees are:

- A minimum cumulative average of 2.00 (“C” average). “C” is the lowest acceptable grade for any major or minor requirements. (Some majors require higher grades and GPAs for overall and/or major and related requirements.)
- Completion of FST 1000, unless waived for transfer of 30 or more credits from another college.
- Fulfillment of the General Education requirements for the Bachelor’s degrees.
- Completion of all major, related and special requirements for the program of study.
- Completion of the minimum of 128 credit hours. Some departments may require more.
- Completion of a minimum residency requirement of 30 credits, including the last 30 credits, completed as a matriculated student at Molloy.
- Completion of the liberal arts and sciences requirement of 30 credits for Bachelor of Fine Arts degrees.
- File an online Application for Fine Arts within the deadlines published in the Academic Calendar.
BACHELOR OF SCIENCE DEGREE (BS)

This degree may be earned in a four-year course of study by students who:

• Choose as an area of concentration: accounting, biology, business management, computer information systems, earth and environmental studies, finance, health service leadership, music, music therapy, nuclear medicine technology, nursing, psychology, science-oriented interdisciplinary studies or speech-language pathology/audiology.

• Choose to become teachers in biology or earth science in grades 7 to 12 (Adolescence Education).

• Choose to become Childhood Education school teachers with an area of concentration in biology, communications, English, history, mathematics, psychology, sociology, Spanish.

• Choose to become PreK-12 teachers in the Special Subjects of Music Education or Visual Arts.

Graduation requirements for all BS degrees are:

• A minimum cumulative average of 2.00 (“C” average). “C” is the lowest acceptable grade for any major or minor requirements. (Some majors require higher grades and GPAs for overall and/or major and related requirements.)

• Completion of FST 1000, unless waived for transfer of 30 or more credits from another college.

• Fulfillment of the General Education requirements for the Bachelor’s degrees.

• Completion of all major, related and special requirements for the program of study.

• Completion of the minimum of 128 credit hours.

• Completion of a minimum residency requirement of 30 credits, including the last 30 credits, completed as a matriculated student at Molloy.

• Completion of the liberal arts and sciences requirement of 60 credits for Bachelor of Science degrees.

• File an online Application for Graduation within the deadlines published in the Academic Calendar.

FIVE YEAR COMBINED DEGREES BACHELOR’S/MASTER’S DEGREES (BA/MS; BS/MS)

Five Year Combined Bachelor’s Arts/Master’s of Science Degrees may be earned in a five-year course of study by students who:

• Choose to become Adolescence Education school teachers in the following areas of concentration: English, mathematics, social studies or Spanish.

Five Year Combined Bachelor’s of Science/Master’s of Science degree may be earned in a five-year course of study by students who:

• Choose to become teachers in biology or earth science in grades 7 to 12 (Adolescence Education).

• Choose to become Childhood Education school teachers with an area of concentration in biology, communications, English, history, mathematics, psychology, sociology, Spanish or Interdisciplinary Studies in “Philosophy-English-History” or in “Theology-English-History.”

• Choose to become PreK-12 teachers in the Special Subjects of Music Education or Visual Arts.

Graduation requirements for all BA/MS and BS/MS degrees are:

• Follow the Education Division guidelines for minimum grades to progress and graduate for courses taken at the undergraduate- or graduate-level. (Some majors require higher grades and GPAs for overall and/or major and related requirements.)

• Completion of FST 1000, unless waived for transfer of 30 or more credits from another college.

• Fulfillment of the General Education requirements for the Bachelor’s degrees.

• Completion of all major, related and special requirements for the program of study.

• Completion of the minimum of 128 credit hours. Some departments may require more.

BACHELOR OF SOCIAL WORK DEGREE (BSW)

This degree may be earned in a four-year course of study by students who:

• Choose an area of concentration: social work.

Graduation requirements for a BSW degree are:

• A minimum cumulative average of 2.00 (“C” average). “C” is the lowest acceptable grade for any major or minor requirements. (Some majors require higher grades and GPAs for overall and/or major and related requirements.)
• Completion of a minimum residency requirement of 30 credits, including the last 30 credits, completed as a matriculated student at Molloy.

• Completion of the liberal arts and sciences requirement of 60 credits for Bachelor of Science degrees or 90 credits for Bachelor of Arts degrees.

• File an online Application for Graduation within the deadlines published in the Academic Calendar.

NURSING LICENSING REQUIREMENTS

Upon completion of the nursing program, which has been approved by the New York State Department of Education, the student will be eligible to take the State Board Examination for the license to practice nursing as a registered professional nurse in New York State.

TEACHING CERTIFICATION REQUIREMENTS

The College offers students the opportunity to prepare for both provision and permanent teacher certification on both the graduate and undergraduate levels. In addition, the New York State Education Department requires these students to pass qualifying examinations in order to teach in the elementary and secondary schools of New York State as certified teachers.

MINORS

Students may elect to complete a minor at Molloy College. A student may declare up to three (3) minors.

All students, particularly transfer students, electing to complete a minor, must complete at least one-half of the requirements for the “Residency Requirements” in the minor at Molloy College. Challenge Exam credits, Credit by Examination, Lifelong Learning (Experiential Learning) credits and transferred credits from other colleges do not count towards the “Residency Requirement”.

A grade of “C” is the lowest acceptable grade for courses used to fulfill the minor requirements.

A minimum of 18 credits is required for a minor, some require more credits. For specific courses that will fulfill the minor, consult the section on “Minors” in the catalog. Courses that count toward meeting the student’s major program of study or subject requirements or concentrations may count toward partially satisfying the minor. Each minor may use up to 3 courses (or 9 credits, whichever is higher) from the major requirements to satisfy the minor requirements. The same course may be used in all 3 minors.

Under advisement, students may integrate certain electives and General Education courses from various disciplines to form a cross-disciplinary minor. Examples of this are Irish Studies and Women’s Studies.

Minors are not available for students doing the Associate’s degree programs.

As noted under “Double Majors and Minors Awarded” policy in the catalog: If a student who is working on a minor is eligible for graduation in the major and fails to complete the minor, the student may not return after graduation to take the remaining courses for the unfinished minor. Any additional courses will appear on the transcript, but there will be no award of the minor and no notation of the completion of the minor, since it was not completed at the time of graduation.

DOUBLE MAJORS AND MINORS AWARDED

Pursuing a second major or a minor is recommended for those students entering college with Advanced Placement credits or with college-level credits earned in high school. Also, students may wish to pursue a second major or minor with their available elective credits. Students should discuss their options with their departmental undergraduate advisor for each proposed major or minor to ensure the requirements and expectations are clearly defined and understood. In some cases, depending upon the primary major, double majoring or pursuing a minor may not be possible in some areas due to program demands. Furthermore, all students must complete the necessary number of credits for the Liberal Arts and Sciences requirements for their type of degree, as noted in “Degree and Graduation Requirements” section of the catalog. The need to meet the Liberal Arts and Sciences requirements may mean that less elective credits are available to do second majors or minors, as certain majors and minors maybe largely comprised of non-Liberal Arts and Sciences courses. An academic advisor will help clarify how the Liberal Arts and Sciences requirements can or cannot be met within the total hours needed for completing a degree.

A double major or a major with a minor (or minors) may be earned as part of the bachelor’s degree program if both are completed at the time of graduation. Both majors will be shown on the student’s official transcript. Different majors lead toward the Bachelor of Arts and Bachelor of Science degrees. The only distinction between these degrees is in the number of liberal arts credits required for graduation. Students completing a double major at the time of graduation with the majors registered under different types of degrees may select either: the B.A. or the B.S. degree. Students may not receive two bachelor’s degrees for a double major. Only one diploma with the chosen bachelor’s degree will be issued for double majors, even if the type of bachelor’s degree is different for the two majors.

The New York State Education Department in a memorandum on “Awarding Credit for Same Courses in Different Degree Programs” permits two degrees for majors with the B.F.A. or B.S.W. degrees. These degrees are considered to represent professional preparation discrete from the learning identified by B.A. or B.S. degrees. Students doing double majors that include Art, Music or Social Work as a major will be awarded two degrees if both majors are completed at the time of graduation.

If a student who is working on a double major is eligible for graduation in only one of the majors and chooses to graduate in the one major while failing to complete the second major, the student may not return after graduation to take the remaining courses for the double major. Any additional courses completed after graduation will appear on the transcript, but there will be no award of the double major and no notation of the completion of a second major, since it was not completed at the time of graduation. The only option is to pursue a second bachelor’s degree.

Students who have graduated and wish to earn a second bachelor’s degree, must be readmitted and complete a minimum of 30 credits beyond the first bachelor’s degree as described in this catalog.
If a student who is working on a minor is eligible for graduation in the major and fails to complete the minor, the student may not return after graduation to take the remaining courses for the unfinished minor. Any additional courses will appear on the transcript, but there will be no award of the minor and no notation of the completion of the minor, since it was not completed at the time of graduation. Students doing associate's degrees may not declare minors.

SECOND BACHELOR'S DEGREES

Former Molloy College students and Molloy graduates wishing to work toward a second bachelor's degree (B.A., B.F.A., B.S.W. or B.S.) must be readmitted to the new desired major program of study by the Office of Admissions. Requirements for second bachelor's degrees include:

• Completion of a minimum of 30 credits at Molloy beyond the minimum total credit requirements (128 unless otherwise noted) for the first bachelor's degree, with a minimum cumulative index of 2.0 or "C" average
• Completion of a major not already completed as part of the first degree
• Completion of any additional Liberal Arts and Sciences credits to meet the requirement.
• File an online Application for Graduation within the deadlines published in the Academic Calendar.

NOTE: The General Education Requirements completed for the first bachelor's degree at Molloy need not be repeated. However, specific courses required for the related requirements of a second major will need to be met, as well as all the major requirements.

Students holding a bachelor's degree from another accredited college or university may apply to Molloy for admission into a program leading toward a second bachelor's degree. A maximum of 98 credits will be transferred into Molloy. The only required courses will be courses necessary for the new major not already accepted in transfer. A minimum of 30 credits must be completed at Molloy College. The previous degree should be suitable to the second bachelor's degree to meet the Liberal Arts and Sciences requirement. Courses applied to the previous degree's major may not be reused for the second bachelor's degree's major requirements.

All students are reminded that for a B.A. degree, 90 credits of the work shall be in the Liberal Arts and Sciences; that for a B.S. degree, 60 credits of the work shall be in the Liberal Arts and Sciences; that for B.F.A. or B.S.W. degrees, 30 credits of the work shall be in Liberal Arts and Sciences; that for an A.A. degree, 45 credits of the work shall be in the Liberal Arts and Sciences; and that for an A.A.S. degree, 20 credits of the work shall be in the Liberal Arts and Sciences.

PRE-LAW STUDIES

Law schools recommend that students pursue a liberal arts course of study, with a focus on critical thinking and logical reasoning. Law schools also recommend taking classes in law to create a topical foundation. Students at Molloy will be directed into a planned course of study that will prepare them for the study of law. These students should contact the Director of Legal Studies in the Criminal Justice and Legal Studies Department for counseling and advisement.

PRE-MEDICAL/HEALTH PROFESSIONS STUDIES

Students interested in pursuing a career in medicine or other health professions (dentistry, osteopathy, podiatry, veterinary medicine, optometry or chiropractics) should meet with the health professions advisor to discuss undergraduate course selections and other activities that will satisfy entrance requirements.

General meetings each semester allow for discussion of the application and admissions process. Advisement is available to all students. Individual appointments should be scheduled as early as the freshman year, but no later than the fall of the junior year. A minimum GPA of 3.0 is necessary for recommendation by the health professions advisor of the college for medical, osteopathic, dental or veterinary schools.

GRADUATE SCHOOL PREPARATION

Students who plan to pursue work leading to graduate degrees should consult with their major advisor concerning desirable courses in both the field of major study and in related supporting subjects to ensure the most effective preparation. Students should also ascertain the specific scholastic requirements of the particular graduate school they intend to enter. Information regarding such requirements is available in the bulletins on graduate study which may be secured from the Director of Career Services or directly from the institution concerned.

GRADUATION APPLICATIONS AND APPROVAL

All students must file an online Application for Graduation according to the deadlines listed in the Academic Calendar. (Fees for filing are listed in the “Expenses” section of the catalog. Students should make certain that their academic records are in proper order and go over their plans of study when they apply to graduate with a degree. Students must complete all courses required for their programs of study by the degree award date. In the event of a required course no longer being offered, the Chairperson or Associate Dean may approve a substitution with an appropriate course.

The Registrar’s Office notifies students with graduation issues using the students’ Molloy email accounts. Students should follow through on any notifications or instructions to assure graduation issues are resolved early on.

DIPLOMA NAMES

A graduate’s name as it appears on a diploma must be a legal name. The following guidelines will apply:

• First names may be complete or initialed, but must match student’s name on the college records. Omission of the first name is not acceptable.
• Middle names may be complete or initialed, but must match the college records. Omission of the middle name is acceptable.
• Last names must match the college records exactly.
• Suffixes, such as Sr., Jr., III, etc., may be used if included in the student’s record and documented in the student
folder on the student’s original application, a transcript from another school or a Certificate of Birth.

- Hispanic maternal surnames may be included if documentation is provided to the Registrar’s Office for the student folder. Proper documentation is a copy of a Certificate of Birth showing the maternal surname, or on the student’s original application.

- Hyphenated “maiden-married” last names may be used, provided the student’s file has documentation to verify both names. A Student Information Sheet form accompanied by a Certificate of Marriage will be required if a name change for marriage has not been processed in the records, since the marriage.

- Married students wishing to use their birth name on the diploma must provide a copy of the Certificate of Birth if the birth name is not part of the student’s record.

- Court ordered legal name changes, if not part of the student’s record or folder, must be documented for use on the diploma.

- Special accent marks may be requested, and should be indicated on the Application for Graduation. Special punctuation will be put on the diploma as the student indicates on the form, if possible.

- Neither titles nor degrees previously earned will be included as part of a graduate’s name on a diploma.

- A diploma may be replaced with a new name with supporting documentation through the Registrar’s Office. Any re-printing of diplomas will be charged to the student.

**GRADUATION CEREMONIES: PARTICIPATION AND HONORS**

Undergraduate students who are registered to complete any remaining courses for their degree requirements and who have filed for August graduation (deadline on March 1) will be allowed to participate in May commencement ceremonies. Students must be registered for their final requirements in Summer courses to show their degree will be completed in August. Students in the Applied Associate of Science programs in Allied Health, which are two and a half year long programs ending in August are encouraged to participate.

August candidates for graduation will not be eligible for the following honors listings in the commencement or convocation brochures:

- Departmental Honors
- Honors Cords (Fourragères)
- Degree Distinction notations in the program
- Honor societies

Only students who have completed all requirements for May graduation will be eligible to be listed for tentative honors recognition. Any exceptions to these policies must have the written approval of the Vice President for Academic Affairs.

Students who did not attend in the prior year and who have completed their degrees in August of the prior year, or completed their degrees in the preceding December or January may participate in the May ceremony.

**COMMENCEMENT**

The commencement ceremony in May each year and all activities related to it are managed by the Office of Student Affairs. Important ceremony and event information are emailed to the potential graduate from the Office of Students Affairs. Announcements for special commencement events are posted on the college website.

**ALUMNI ASSOCIATION MISSION STATEMENT**

The Molloy College Alumni Association promotes the educational purposes, interests and general welfare of Molloy College; encourages the alumni to provide financial and volunteer support to the College; responds with a strong sense of commitment to alumni recruitment and programming; develops and maintains integrated relationships with the college community; and fosters alumni involvement with current and prospective students. The Molloy College Alumni Association affirms the honor and intrinsic religious, educational, ethical and cultural values established by the Founding Sisters and is dedicated to fostering a diverse and inclusive learning community that focuses on respect for each person and leadership through service.
PROGRAMS OF STUDY
AND MAJOR REQUIREMENTS
First Year Studies Program

Siena Hall, S-108
516.323.3410

Dr. Noelle Cutter
Director of First Year Learning Communities

The First Year Studies Program is designed to assist freshmen in their transition to college life. It consists of a mandatory one-credit course designed to help students achieve success in their academic career at Molloy College. Students will be made aware of the variety of support systems available, the opportunities to develop emotionally, spiritually and socially within the college environment and the values of a Liberal Arts education consistent with the mission of the College.

Transfer students entering with fewer than 30 transfer credits must register for this course, as part of Molloy’s degree requirements.

General Education and Core Courses

General Education requirements provide students not only with knowledge of the subject, but also with the essential skills in writing, communication, research and critical thinking necessary to demonstrate an understanding of the interrelatedness between disciplines. These courses cross the Schools of Arts and Sciences, Business, Education and Human Services and The Barbara H. Hagan School of Nursing and Health Sciences.

Core Courses

In an attempt to better reflect the commitment of the College to the search for Truth in all its dimensions, the faculty of Molloy added to the General Education curriculum a four-credit Core course focused on the theme, “The Quest for Truth and Engagement in a Diverse World.” Each of the Core courses is taught by faculty from various disciplines in conjunction with faculty from the Philosophy or Theology Department and employs an interdisciplinary perspective, focusing on humanity’s aspiration for truth in a world that is often torn apart by conflict and injustice. These interdisciplinary courses assist students in connecting knowledge and integrating their understanding across disciplines, an important component of a Liberal Arts and Sciences education.

These Core courses reflect Molloy’s mission by stressing a value-centered educational experience, critical thinking, global awareness and responsibility for service to others in order to improve the quality of life and protect the environment. The purpose of these courses is to bring our students to think more critically about the issues facing society today and to be more engaged in addressing these issues.

Therefore, Core courses focus on one or more current issues addressed from the different perspectives of the two disciplines of the faculty. The focus is always on the critical evaluation of contemporary issues facing the global society, leading to involvement in effective social action. Although Core courses are not Ethics courses, they emphasize values. Classical or historical material is related to present issues, especially to problematic issues in today’s world that call for systemic change. Diverse views on these issues, as well as the demands they make on citizenship, are considered.

Molloy’s strong commitment to the Dominican tradition, and its ideal of the search for truth in response to the needs of the times, has been the determining factor in the creation of the General Education curriculum, which have been in effect since 2002.

As an institution founded in the Catholic and Dominican tradition, Molloy College is committed to providing students with a well-rounded education that promotes a life-long quest for truth through critical thinking, reflection and dialogue. This quest for truth is so important in the Dominican tradition that Veritas is the motto of the Dominican Order. Like St. Dominic, Molloy believes that the search for Truth leads the individual to deeper engagement in the world. Thus, the quest for Truth can be seen as central to the Mission and identity of Molloy College.

All students who matriculate into baccalaureate degree programs at Molloy must complete the following General Education requirements. The General Education requirements apply to readmitted students and all continuing students.

General Education - AA Degrees

<table>
<thead>
<tr>
<th>Category</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Fine Arts</td>
<td>6</td>
</tr>
<tr>
<td>English, Languages and Literature</td>
<td>9</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics and Science</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy, Theology and Religious Studies, and Ethics</td>
<td>9</td>
</tr>
</tbody>
</table>

All students who matriculate into baccalaureate degree programs at Molloy must complete the following General Education requirements. The General Education requirements apply to readmitted students and all continuing students.
Ethics 3  
Physical Education 1  

*A Foreign Language, which excludes ASL courses, may be required as a Related Requirement in some bachelor’s degree programs. Students planning to enter Molloy bachelor’s programs should review specific Program Requirements.

General Education - AAS

Degrees

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4</td>
</tr>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

General Education - BA, BFA, BS and BSW Degrees

Arts and Fine Arts 6

2 out of 3 Disciplines:
- Art, Music, Speech Communication

English, Languages and Literature 9

- English Composition 3
- Language* 3
- Language* or Literature 3

Social and Behavioral Sciences 9

3 out of 4 Disciplines:
- History, Political Science, Psychology, Sociology

Mathematics and Science 6

- Mathematics 3
- Science 3

Philosophy, Theology and Religious Studies and Ethics 9

- Philosophy 3
- Theology and Religious Studies 3
- Ethics 3

Core (Interdisciplinary) 4

General Education Courses

The General Education requirements for the 2019-2021 catalog are an updated listing of new and renumbered courses. General Education courses taken in prior years with older numbers will be reflected as met with the older numbers in student degree audits.

Molloy’s General Education requirements, with the exception of PED courses, will also count towards meeting the Liberal Arts and Sciences requirement, as noted in the “Degree and Graduation Requirements” section of the catalog. Non-Liberal Arts and Sciences courses may not be substituted to meet General Education requirements.

GENERAL EDUCATION AND OTHER PROGRAM REQUIREMENTS

Some departments require that specific General Education courses be taken with certain majors. Those courses are listed as Major or Related Requirements.

Education majors must take very specific courses for the General Education requirements and Education Majors’ The Education majors also must take additional Liberal Arts and Sciences Related requirements to satisfy both the Molloy’s General Education requirement and NY State requirements for teaching certification. The specific required and recommended courses are provided in the “Education” section of the catalog.

For Minor requirements, General Education courses may be reused to apply to a Minor.

ARTS AND FINE ARTS (2 out of 3 Disciplines)–6 Credits Required:

- Art History: ART 1350, 1360, 1710, 2200, 2220, 2240, 2250, 2280, 2290, 2320, 2330, 2340, 2360, 2400, 2410, 2480, 2700, 2900H. (Studio Art and Art Education courses may not be substituted to meet this requirement).
- Communications Speech: COM 1100, 1170, 1200, 1220, 2100, 2110, 2130, 2290, 2460, 2500, 2620, 3130, NMD 1100, 2460. (Only the listed COM/NMD Only designated Speech courses meet this requirement. Other COM courses cannot be substituted for the speech requirement. COM 2290 os fpr Business program students.

ENGLISH, LANGUAGES AND LITERATURE—9 Credits Total Required:

- English—3 Credits Required: ENG 1100 (College Composition)
- Languages –3 Credits Required: ARA 1010, 1020, 2010, CHI 1010, 1020, 2010, ESL 1250, 1350, 1360, 1400, 1450, 1550; FRE 1010, 1020, 2010, 2150; ITA 1010,
1020, 2010, 2150, 3050, 3300, 3310, SPA 1010, 1020, 1030, 1040, 1050, 1060, 2010, 2150, 2160, 2200, 2240, 2300, 3070, 3240, 3300, 3310. (A course substitution is
needed to apply ITA 2030, 2040, SPA 2030, 2040, 2090)

ESL course do not count towards the 12 credits in
a foreign language requirement for the Five Year TESOL
Education program. See policy that follows for ASL
courses.

• **Languages/Literature** – 3 Credits Required. Students
either take a second Languages course or a Literature
course:

  - **English Literature:** ENG 1170, 1500, 1610, 1620, 2410,
    2420, 2430, 2440, 2510, 2520, 2530, 2540, 2550, 2620,
    2630, 2710, 2900H, 3100, ENG/COM 3110, 3120, 3130,
    3140, 3150, 3160, 3180, 3210, 3220, 3230, 3240, 3250,
    3320, 3330, 3340, 3350, 3360, 3370, 3380, 3430, 3440,
    ENG/COM 3450, ENG/COM 3490, 3500, 3510, 3520,
    3610, 3630, 3640, 3650, 3660 ENG/HIS 3390 may be
    requested as a substitution. (ENG 2620 is required for
    Childhood Education programs of study only)

  - **Italian and Spanish Literature:** ITA 3510; SPA 3120, 3510,
    3520, 3530, 3700 4250

**AMERICAN SIGN LANGUAGE (ASL) POLICY**

American Sign Language (ASL) courses may satisfy
the Languages General Education requirements for
some (not all) programs of study: ASL 1010, 1020,
1060, 2010, 2150.

**Effective Fall 2015,** the college began offering new
courses in ASL that could be used to meet the General
Education Languages requirement for many but not
all programs of study at Molloy. These ASL courses
will count as Liberal Arts and Sciences credits, as well.

For continuing students who matriculated at
Molloy prior to Fall 2015, advisors may arrange for
substitution forms for ASL 1010, 1020, 1060, 2010
or 2150 to meet the General Education Languages
or Languages/Literature requirement - only if it is
allowed by their program of study, as outlined
below. Students, who already know some sign
language prior to coming to Molloy, must contact the
Languages and Culture Department to be placed into
the right level course.

**Beginning Fall 2015,** ASL will satisfy the Languages
General Education and/or Languages/Literature
General Education requirements for the following
programs of Study:

**Barbara H. Hagan School of Nursing:**

- **Allied Health:** ASL applies for all programs of study
  in these areas: Health Service Leadership, Nuclear
  Medicine Technology (BS), Respiratory Care (BS),
  Speech-Language Pathology.

- **Communication Sciences Disorders (Speech
  Language Pathology/Audiology):** ASL satisfies this
  program of study.

- **Nursing: ASL applies for all Nursing programs of study.**

**School of Arts and Sciences:**

Humanities Programs: Several non-education programs
have specific Related Requirements for the Languages
General Education and the Languages/Literature General
Education.

~Courses in Arabic, Chinese, ESL, French, Italian and/
or Spanish are required as Related Requirements
for these departments: Art, Communications, Digital
Humanities, English, Interdisciplinary Studies, Spanish,
Music, Music Therapy, Philosophy, and Theology and
Religious Studies.ASL courses cannot be substituted for
these programs’ Related Requirements.

~ASL courses are acceptable for students in History,
Political Science and Theatre programs.

**Natural Sciences, Mathematics and Computer Studies:**
Biology, Earth and Environmental Studies, Mathematics,
Computer Science, Computer Information Studies.

**Social Sciences:** ASL allowed for these specific programs:
Psychology, Sociology. Criminal Justice programs have
specific Related Requirements for Languages, so ASL does
not apply.

  - **School of Business:** ASL satisfies for all programs of study.
  
  - **School of Education:** Depending on the certification
and program, ASL can be applied as follows:

**Childhood Education Programs - ASL satisfies for**
all Childhood Programs: Biology, Communications,
English, History, Interdisciplinary, Mathematics, Spanish,
Psychology and Sociology.

**Special Subjects Education Programs - ASL satisfies for**
both: Music Education and Visual Arts Education.

Adolescent Education Programs - ASL satisfies only
these specified Adolescent Education programs:
Biology, Earth Science, Mathematics and Social Studies.

**English Adolescent Education and Spanish Adolescent**
Education Programs - ASL will not apply: These
programs have specific Languages Related Requirements:
English, Spanish. (Refer to the programs for English
Adolescent and Spanish Adolescent.)

**Social Work** will accept up to 3 credits of either ASL and/or
SPA towards their Related Requirement for Languages.

**SOCIAL AND BEHAVIORAL SCIENCES** (3 out of 4 disciplines) – 9
Credits Required:

- **History:** HIS 1010, 1020, 1110, 1120, 2160, 2210, 2230,
  2240, 2300, 2320, 2330, HIS/POL 2340, HIS/POL 2350,
  HIS/POL 2360, 2450, 2490, 2500, 2530, HIS/SOC 2540,
  2600, 2630, 2670, 3100, 3140, 3150, 3160, 3200, HIS/
  POL 3210, 3220, HIS/POL 3230, HIS/SPA 3290, 3360,
  HIS/POL 3400, 3440 HIS/SPA 3500. (ENG/HIS 3390 may be
  requested as a substitution. For cross-listed HIS/
  POL courses a substitution request may be submitted
to meet either the History or Political Science general
education for students that are doing both History and
Political Science options.)
• **Political Science:** POL 1000, 1010, 1030, 1060, 1070, 1150, 2000, 2010, 2060, 2090, 2100, HIS/POL 2340, HIS/POL 2350, HIS/POL 2360, 3020, 3030, 3110, HIS/POL 3210, HIS/POL 3230, POL 3240, HIS/POL 3400. (For cross-listed HIS/POL courses a substitution request may be submitted to meet either the History or Political Science general education for students that are doing both History and Political Science options.)

• **Psychology:** PSY 1110, 2040, 2050, 2060, 2370

• **Sociology:** SOC 1010, 1520, 1610, 1660, 2900H

**MATH AND SCIENCE** *(1 of each discipline)*—**6 Credits Required:**

• **Mathematics:** MAT 1100, 1150A/1150B, 1160, 1180, 2200, 2210. (MAT 1150A and 1150B both satisfy Statistics requirements) (MAT 2090, MAT 2100 and 3200 for Ed. majors only)

• **Science:** BIO 1100, 1120, 1200, 1260, 1500, 1510, 2320, 2900H; CHE 1030, 1100, 1120, 1130, 1320, 2000; ENV 1010, 1400; ESC 1150, 1250, 1270, 1300; PHY 1880, 2700. (NOTE: BIO 2470 Nutrition for Health offered for 2 credits is not allowed to meet the Science requirement. GEO 2000 does not meet the Science General Education requirement since prior to Fall 2017.)

**PHILOSOPHY, THEOLOGY AND RELIGIOUS STUDIES, AND ETHICS** *(1 of each discipline and Ethics in either)*—**9 Credits Required:**

• **Philosophy:** PHI 1000, 1020, 1500, 2130, 2150, 2160, 2170, 2200, 2310, COM/PHI 2370, 2410, 2590, 2600, 2610, 2620, 2680, PHI/THE 2700, 2750, 2790, 2800, 2810, 2900H, 3000, PHI/POL 3100, 3180, MAT/PHI 3220, MAT/PHI 3240, 3300. (For cross-listed PHI/POL and PHI/THE courses a substitution request may be submitted to meet one general education.)

• **Theology and Religious Studies:** TRS 1000, 1010, 1040, 1300, 1310, 1320, 1400, 1420, 1450, 1830, 2210, 2270, 2300, 2410, 2420, 2520, 2540, 2560, 2600, 2630, 2650, 2730, 2740, 2810, 2850, 2900H. (For cross-listed PHI/THE courses a substitution request may be submitted to meet one general education.)

• **Ethics:** ETH 2500, 2520, 2540, 2550, 2570, 2580, 2600, 2780, 2790, 2880, 2890, 2900H; (ETH 5050 for Dual Degree Nursing students only.)

**PHYSICAL EDUCATION**—**1 Credit Required:**

• **Physical Education:** PED 1100, 1220, 1330, 1340, 1390, 1440, 1450, 1460, 1480, 1500, 1510, 1540, 1550, 1560, 1600, 1640, 1660, 1740, 1780, 1830, 1850, 1890, 1930, 1950, 2000, 2050 (PED 1570/1590 are for Theatre majors in lieu of the PED General Education requirement. Each Molloy PED course is 1 credit. Students transferring in 1/2 credit courses will need to take a 1 credit course to meet this requirement.)

PED 190 fulfills requirement for students with a medical excuse.

All Education majors may take any General Education PED listed course effective Fall 2017.

**CORE COURSES**—**4 Credits Required:**

• **Core:** COR 3240, 3260, 3330, 3460, 3470, 3520, 3560, 3570, 3640, 3660, 3670, 3690, 3720, 3730, 3740, 3750, 3760, 3850, 3900H, 3910H (Each course is 4 credits).
Honors Program

Siena Hall, S-108
516.323.3017

Daniel J. McGann
Associate Dean for Undergraduate Studies
Director, Honors Program

The Modern World: Global Perspectives, Finding Solutions, Service at Home.

The Molloy College Honors Program traverses all majors and provides students with an academic opportunity that thematically integrates diverse disciplines. This program attempts to challenge students across all disciplines by identifying common interests and goals that address the many issues of global concern. Although the journey begins in the freshman year as participants in the Honors Freshman Learning Community, it is at the conclusion of the freshman year where the synthesizing begins as students will become participants in the Academe on Global Citizenship through the Global Citizenship Alliance in Salzburg, Austria.

The seminar on Global Citizenship in Salzburg includes lectures and discussions with international faculty as well as formal and informal work in small groups. Topics addressed in lectures and group discussions include globalization and global responsibility; the social, economic and political aspects of migration; the historical legacy of the Holocaust, human rights and humanitarian intervention; sustainable development; as well as the implications of the United States’ presence around the world. The program aims to engage participating students as global citizens offering an opportunity.

During the final semester of the program, all Honor students must complete a capstone project in order to graduate with the Honors Program distinction. Students who have completed the Honors coursework will be matched with a faculty mentor who will assist in helping students design a project that synthesizes knowledge gained from academic and scholarly coursework and that of their travel and experiences relative to the program and their major. The Honors students will have the privilege to share their insights with the Molloy Community and the option to submit their work to the National Collegiate Honors Council as well as the Northeast Regional Honors Council.

PROGRAM MISSION
The Mission of the Honors program is to successfully educate and graduate students who are informed global citizens. The Honors program prepares students to become competent and ethical global citizens by investigating the world beyond the immediate, understanding, affirming and articulating other perspectives in order to shape the future, resulting in taking action to improve the world globally and locally.

ADMISSION TO THE MOLLOY COLLEGE HONORS PROGRAM
Admission criteria to the Honors Program are competitive and selective. Consideration is given to students who show clear intellectual curiosity and a determination to take an active role in their education and the College community. Molloy Honors students choose this program because they are intent on making the world a better place.

The Molloy College Honors Program uses an all-inclusive admissions process weighing all areas of your application, including GPA, service and test scores. The most important component of the process is an essay, which must be submitted before a personal interview. Additional information is at the Molloy Honors Program website at molloy.edu/academics/honors-program.

To remain in the program, students must maintain a 3.3 GPA and fulfill a service-learning requirement.

ENTRANCE CRITERIA
The following criteria is considered for applicants to the Honors Program.

- High GPA, competitive SAT and/or ACT test scores
- Strong high school curriculum and involvement
- Demonstrated community service
- Personal interview
- A five hundred-word essay directed to the Honors Program Director. Topics for the essay will be posted on the Honors Program website. All essays should be emailed to honors@molloy.edu.
- All students interested in the Molloy College Honors Program must fill out a separate online application which is available on the Honors Program website.

DOUBLE MAJOR/MINOR
Pursing a second major or a minor for those enrolled in the Honors Program usually makes good sense. Given the advantage to register for up to 18 credits per semester with no additional charge and the addition of Advanced Placement courses and high school college courses taken, pursuing a second major or minor is strongly encouraged. Students thinking about double majoring or pursuing a minor, should discuss that choice with the Director of the Honors Program, as well their academic advisor. For additional information academic polices see the “Double Majors and Minors Awarded” section of the catalog under “Degree and Graduation Requirements”.

Honors Program Requirements
Program Learning Outcomes

Students will be able to:

- To graduate informed and engaged global citizens
- To value diversity and the wealth of perspectives it brings
- To develop a historical framework for referencing current global issues
- To demonstrate an awareness of the cultural, social and political issues both past and present
- To demonstrate ongoing leadership skills needed to address issues of global and local concerns
- To develop an understanding of the liberal arts and sciences as expressions of our culture and experience in the world
- To develop an understanding of diverse disciplines and their relation to one another
- To develop socially responsible learners and leaders.

Students will be able to:

- To graduate informed and engaged global citizens
- To value diversity and the wealth of perspectives it brings
- To develop a historical framework for referencing current global issues
- To demonstrate an awareness of the cultural, social and political issues both past and present
- To demonstrate ongoing leadership skills needed to address issues of global and local concerns
- To develop an understanding of the liberal arts and sciences as expressions of our culture and experience in the world
- To develop an understanding of diverse disciplines and their relation to one another
- To develop socially responsible learners and leaders.
**Required Courses: Cred**

**Semester I: Fall Semester - Freshman Year (7 credits):**

- FST 1000 College Experience (Global Challenges) 1
- PHI 2900H (HONORS) Civilized Ideas 3
- Complete either* ART 2900H or MUS 2900H (The other one will be taken in Spring): 3
- ART 2900H (HONORS) Art and Ideas Through History *
- MUS 2900H (HONORS) Music and Society Through History *

**Semester II: Spring Semester - Freshman Year (6 credits):**

- TRS 2900H (HONORS) World Religions, Global Citizens: Contemporary Perspectives 3

**Semester III: Fall Semester - Sophomore Year (3 credits):**

- SOC 2900H (HONORS) Sociological Imagination 3

**Semester IV: Spring Semester - Sophomore Year (3 credits):**

- ETH 2900H (HONORS) Ethics and Contemporary Life or 3
- ETH 2910H (HONORS) Bioethics in the Contemporary World (For Allied Health programs)

**Semester V: Fall Semester - Junior Year (3 credits):**

- ENG 2900H (HONORS) Modern Minds: Reflections on a Changing World ?

**Semester VI: Spring Semester - Junior Year (3 credits):**

- Complete either** ART 2900H or MUS 2900H (Whichever one was not taken Fall of Freshman Year): 3
- ART 2900H (HONORS) Art and Ideas Through History **
- MUS 2900H (HONORS) Music and Society Through History **

**Semester VII or VIII: Fall or Spring Semester - Senior Year (5 credits):**

- COR 3900H (HONORS) Global Citizenship or 4
- COR 3910H (HONORS) Truth in Melody
- HON 3900H (HONORS) Capstone Seminar 1

**Total:** 27

Please note the following:

- Students can take the COR requirement or Capstone at any point in the senior year.
- Students enrolled in the College Honors Program are allowed to take (18) credits per semester with no monetary penalty. Since AP or high school dual enrolled college courses are not accepted in lieu of Honors Program curriculum courses, but are accepted in lieu of other General Education requirements, this benefit, along with AP or high school dual enrolled college courses puts the student in a position to pursue a minor and, in some cases, an additional major.
  - It is extremely important that all students remain within their cohort unless the Director of the Honors Program grants permission to do otherwise. Students not enrolled in any Honors Program course may have to forfeit the 18 credit tuition benefit for that semester.
  - Business students enrolled in the Honors Program must complete either an ART or Music Honors Program course for their General Education requirement, since the Speech Communications General Education requirement is a Related requirement for them. In most cases, these students are placed into either an ART of MUS Honors course as part of the Freshman Learning Community.

## Honors Program Requirements/ Nursing Majors

### Program Learning Outcomes

Students will be able to:

- To graduate informed and engaged global citizens
- To value diversity and the wealth of perspectives it brings
- To develop a historical framework for referencing current global issues
- To demonstrate an awareness of the cultural, social and political issues both past and present
- To demonstrate ongoing leadership skills needed to address issues of global and local concerns
- To develop an understanding of the liberal arts and sciences as expressions of our culture and experience in the world
- To develop an understanding of diverse disciplines and their relation to one another
- To develop socially responsible learners and leaders.

**Required Courses: Cred**

**Semester I: Fall Semester - Freshman Year (4 credits):**

- FST 1000 College Experience (Global Challenges) 1
- SOC 2900H (HONORS) Sociological Imagination 3

**Semester II: Spring Semester - Freshman Year (3 credits):**

- Complete either* ART 2900H or MUS 2900H (The other one will be taken in the Junior year): 3
- ART 2900H (HONORS) Art and Ideas Through History *
- MUS 2900H (HONORS) Music and Society Through History *

**Total:** 27
<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>Sophomore</td>
<td>TRS 2900H (HONORS) World Religions, Global Citizens: Contemporary Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>IV</td>
<td>Sophomore</td>
<td>PHI 2900H (HONORS) Civilized Ideas</td>
<td>3</td>
</tr>
<tr>
<td>V</td>
<td>Junior</td>
<td>ETH 2910H (HONORS) Bioethics in the Contemporary World</td>
<td>3</td>
</tr>
<tr>
<td>VI</td>
<td>Junior</td>
<td>ENG 2900H (HONORS) Modern Minds: Reflections on a Changing World</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete either** ART 221H or MUS 224H (Whichever one was not taken Spring of Freshman Year)</td>
<td>3</td>
</tr>
</tbody>
</table>
** Liberal Arts and Sciences—A.A. **

New York State Registered Program Code: 76752
HEGIS Code: 5649.00 {Liberal Arts, General - Pre-Baccalaureate Liberal Arts}

Molloy Program of Study Code: LASAA

Program Learning Outcomes

Students will be able to:

- demonstrate effective oral and written communication skills
- demonstrate quantitative literacy and information literacy skills through the selection, collection, and interpretation of quantitative and qualitative data
- demonstrate an awareness of the place of the arts in society and culture
- demonstrate intellectual excellence, critical thinking and a life-long commitment to learning
- demonstrate a belief in the inherent worth and dignity of all individuals, an awareness of human rights and social justice and an acceptance of differences among peoples.
- demonstrate social, political and ecological awareness and involvement.

### Credits

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (40 credits needed) See NOTE

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Fine Arts (2 out of 3 disciplines)</td>
<td>ART History/MUS History/COM Speech</td>
</tr>
<tr>
<td>English, Languages and Literature</td>
<td>ENG 1100 College Composition, Languages, AND a Languages/Literature course</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (3 out of 4 disciplines)</td>
<td>History, Political Science, Psychology, or Sociology</td>
</tr>
<tr>
<td>Math and Science (1 of each discipline)</td>
<td>Mathematics and Science</td>
</tr>
<tr>
<td>Philosophy, Theology and Religious Studies, and Ethics (1 of each discipline)</td>
<td>Philosophy; Theology and Religious Studies, and Ethics (ETH)</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Electives: 6 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree.</td>
<td>FST 1000 counts towards required Electives.</td>
</tr>
<tr>
<td></td>
<td>(Adjust Electives needed for taking, Remedials, ESL, PED/FST waivers as needed, under consultation with advisor.)</td>
</tr>
</tbody>
</table>

**Total:** 64

NOTE: Students planning to pursue bachelor’s degrees in Education at Molloy, should select specific courses from the “General Education Courses” from the “School of Education” section of the catalog. For other programs, students should review best courses to take if continuing in a bachelor’s program at Molloy.
THE BARBARA H. HAGAN

SCHOOL OF NURSING AND HEALTH SCIENCES

PROGRAMS OF STUDY
Dear Student,

Welcome to the Barbara H. Hagan School of Nursing and Health Sciences, and congratulations on choosing a career focused on improving people’s lives. You will enter the healthcare system at a critical time, when the need for competent, compassionate, and knowledgeable clinicians has never been greater, and when opportunities to promote improved health and quality of life for individuals, families, communities and populations across the lifespan and across settings are expanding exponentially. Your education in the Hagan School at Molloy College will prepare you for current and future challenges in the design, delivery, and evaluation of services in a rapidly changing, evidence-driven health care system.

The Barbara H. Hagan School of Nursing and Health Sciences prepares its graduates to live the Molloy mission, based in the Dominican tradition of study, spirituality, service and community, and to respect the dignity and value of all people. Our school offers an array of programs in Nursing, Allied Health Sciences, and Communication Sciences and Disorders, preparing graduates for initial licensure or certification as registered nurses, respiratory care providers, nuclear medicine and cardiovascular technologists, and speech/language pathologists, for career mobility, and for a wide range of leadership roles. The Hagan school offers the BS degree in nursing, along with pathways for LPN-to-BS, RN-to-BS completion, and dual degree BS-MS, as well as an accelerated, second degree BS-MS dual degree pathway for students with bachelors degrees in other fields seeking nursing careers. Graduate nursing programs at Molloy include nurse practitioner, clinical nurse specialist, nursing education, nursing administration with dual degree MBA option, Doctor of Nursing Practice (DNP) and Doctor of Philosophy (PhD) in Nursing. Allied Health programs include the AAS in Cardiovascular Technology, as well as baccalaureate degrees in Respiratory Care, Nuclear Medicine Technology and Health Service Leadership. Programs in Communication Sciences and Disorders include the baccalaureate major in speech-language pathology /audiology, as well as a master’s degree conferring eligibility to sit for certification from the American Speech Language Hearing Association (ASHA).

Our faculty are expert clinicians, scholars, and educators who are committed to helping you achieve your goals, and to creating an educational environment where you will thrive and find meaning in your studies. Regardless of program, students in the Barbara H. Hagan School of Nursing and Health Sciences will find a learning community that celebrates its diversity, values inquiry and innovation, and strives to support the growth and achievement of all of its members. We are excited to have you join us on a journey through lifelong learning.

Best wishes for a meaningful experience as a Molloy student.

Marcia R. Gardner, PhD, RN, CPNP, CPN
Dean, The Barbara H. Hagan School of Nursing and Health Sciences
Mission Statement of The Barbara H. Hagan School of Nursing and Health Sciences

To challenge students, faculty, and community partners toward excellence as they advance their professional and personal development as nurse generalists, as advanced practice nurses, as nurse scholars, and as nurse leaders through a lifelong process of creative, ethical, and collegial discourse and practice.

Allied Health Sciences

William J. Casey Center, C-220
516.323.3384

Donna M. Fitzgerald, Chairperson

Associate Professor: Alphonso Quinnones

Assistant Professors: Marc B. Fischer, Donna M. Fitzgerald, Michael J. Hartman, LaSaundra P. Haynes, Maria Mazalkova, Kathleen Morrison

Adjunct Instructors: Vincent D’Angelo, Margaret Doonan, Jill Grasso, Stanley John, William Kennedy, Gerge Kourlas, Michael W. Lairmore, Eric Lobel, Kathleen Luers, Larry Schlossberg, Martin Ukeje

Auxiliary Part-Time Instructors: William Robeson, Leon Lipkovich

Mission

The Allied Health Sciences Department and its programs are committed to cultivating excellence in health care education. The Allied Health Sciences Department provides programs that combine professional and liberal arts education. It is this education that provides compassionate, highly qualified, professionals to serve the community in the technologically advanced areas of the Allied Health Sciences. Students will have the professional competence and the critical thinking skills essential to thrive in rapidly developing professions in the health care industry. The Allied Health Sciences Department is dedicated to the development of ethically and socially responsible practitioners and leaders for a constantly evolving health care environment.

Programs for Health Service Leadership

Health Service Leadership is a Bachelor degree completion program offered in the online format.

The Health Service leadership program is designed to provide health professionals with opportunities for both career and academic advancement. The coursework will provide the professional with the leadership, administrative, and communication skills required in today's health care environment. Study will focus on financial management, legal issues, management information systems, organization and leadership, and research in health care. This curriculum will cultivate the leadership skills required to respond to the challenge of the rapidly changing healthcare industry.

Allied Health Science Students who wish to participate in the Health Service Leadership Program must earn a minimum of an AAS Degree in either Cardiovascular Technology, Nuclear Medicine Technology or Respiratory Care to fulfill the necessary requirements to complete the program in two academic years. Students transferring into Molloy College with an Associate's degree in a health field from another institution will be evaluated by admissions to receive credit for their degree and, usually, can complete the B.S. degree in two academic years.

ADMISSION REQUIREMENTS

This program is an online B.S. degree completion program. It is designed for students who have completed an Associate’s degree in a health profession. For additional admission requirements, please contact the Chairperson of Allied Health Sciences Department.

GRADING CRITERIA FOR PROGRESSION

- A student must have an overall 2.5 cumulative index prior to beginning Health Service Leadership courses.
- A grade of “C+” or better is necessary for all required HSL courses. (For related requirements, a grade of “C” or better is required.)

HEALTH SERVICE LEADERSHIP—B.S.

New York State Registered Program Code: 22386
HEGIS Code: 1299.00 {Health Professions Other}
Molloy Program of Study Code: HSLBS

Program Learning Outcomes

Students will be able to:

- Demonstrate the oral and written communications skills required in the health care environment.
- Discuss and apply ethical and legal principles that apply to the health care environment.
- Discuss the principles involved in organizational management, financial management and information systems as they pertain to healthcare systems.
- Discuss the history, development and structure of the U.S. health care system.
- Critically read and discuss research papers written in the field of healthcare and medicine.
- Pose questions, apply knowledge, and demonstrate leadership regarding issues and problems facing the healthcare industry.

Credits

General Education Requirements:
Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE
<table>
<thead>
<tr>
<th>Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature</td>
<td>9</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (3 out of 4 disciplines) (9): HIS/POL/PSY/SOC</td>
<td>9</td>
</tr>
<tr>
<td>Science (3 credits): Science course</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy and Theology/Religious Studies (1 of each discipline) (6 credits): PHI; TRS</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education (1 credit): PED</td>
<td>1</td>
</tr>
<tr>
<td>Core Course (4 credits): COR</td>
<td>4</td>
</tr>
<tr>
<td><strong>Major Requirements (21 credits) (See note):</strong></td>
<td></td>
</tr>
<tr>
<td>HSL 3000 Overview of Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>HSL 3020 Healthcare Information Management</td>
<td>3</td>
</tr>
<tr>
<td>HSL 3060 Health Services - Organizations and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HSL 4040 Financial Management in Healthcare Organization</td>
<td>3</td>
</tr>
<tr>
<td>HSL 4100 Legal Issues in Health Service Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HSL 4120 Research for the Health Professional</td>
<td>3</td>
</tr>
<tr>
<td>HSL 4900 Seminar in Health Service Leadership</td>
<td>3</td>
</tr>
<tr>
<td><strong>Related Requirements (9 credits):</strong></td>
<td></td>
</tr>
<tr>
<td>Complete either CSC 1020* or CIS 1050* (3 credits):</td>
<td>3</td>
</tr>
<tr>
<td>CIS/CSC 1020 Computer Applications and CIS</td>
<td>*</td>
</tr>
<tr>
<td>CIS 1050 Computer Applications for Business</td>
<td>*</td>
</tr>
<tr>
<td>ETH 2880 Ethics and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1150A Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives:</strong> Elective credits must be LAS credits for a BS degree. FST 1000 counts as a LAS Required Elective.</td>
<td>60</td>
</tr>
<tr>
<td>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</td>
<td>--</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>128</td>
</tr>
</tbody>
</table>

**NOTE:** For graduation, 60 must be in liberal arts and sciences.

**HSL Residency Requirement:** Students must take all 21 credits of HSL coursework at Molloy College.
Cardiovascular Technology Program

SPECIALTIES

- Echocardiography
- Vascular Technology

CLINICAL FACILITIES

Albert Einstein Hospital, Brookhaven Memorial Hospital Medical Center, Good Samaritan Hospital Medical Center, Gramercy Cardiac Diagnostic Services, Huntington Hospital, Laurelton Heart Specialist, Long Island Jewish Medical Center, Long Island Jewish Medical Center - Pediatric Cardiology, Long Island Jewish Valley Stream, Mercy Medical Center, Montefiore Medical Center, Mount Sinai Hospital, North Shore University Hospital, Northwell at Southside Hospital, NY Presbyterian/Queens, NY Preventative Cardiology Institute, South Bay Cardiovascular Associates, St. Francis Hospital, Winthrop University Hospital, City Choice Medical and Diagnostics, Dr. Duchatellier Private Cardiology Office, Long Island Cardiovascular Consultants, North Suffolk Cardiology, Northwell Eastern Suffolk Cardiology, Northwell-Forest Hills, Northwell Health Physician Partners Cardiology at Smithtown, South Nassau Communities Hospital, North Shore Vein Center.

ADMISSIONS AND PROGRESSION REQUIREMENTS

- Pre-requisites: high school algebra, biology and chemistry or its equivalent.
- Applicants may be required to have an interview with the program director at the department's discretion.
- All students accepted into the Program are required to provide a valid Basic Life Support (CPR) certification. This requirement must be fulfilled within the first semester of admission to the Program.
- All students are responsible for their own transportation to and from the clinical sites.
- Students may be required to have a background check and drug screening.
- Students in the Cardiovascular Technology Program are strongly encouraged to take a credentialing exam review course at the end of their senior year.
- Cardiovascular Technology coursework from other institutions is NOT eligible for transfer to the Molloy College Cardiovascular Technology Program.

GRADING CRITERIA FOR PROGRESSION

- A student must have an overall 2.5 Cumulative Index prior to beginning Cardiovascular Technology courses and maintain this index throughout their studies.
- A grade of “C+” or better is necessary for all required CVT major courses.
- A grade of “C+” or better is necessary for all related requirements.
- Grades of “C+” or better are required in all science and math courses. The same science or math course may be repeated one time only. Failure on the re-take of the science or math course will result in a dismissal from the Program.
- Students who do not follow the designed course progression and have a one or two semester lapse between clinical rotations, due to a need to repeat a course or a leave of absence, will be required to successfully complete challenge examinations and demonstrate clinical competence prior to enrolling in another clinical course. The need for such examinations will be determined on an individual basis. Please consult with the Clinical Coordinator.
- The following policies apply when a student attains a grade below “C+” in CVT courses:
  - CVT courses may be repeated one time. Failure to attain a grade of at least “C+” when taking a CVT course for the second time will necessitate withdrawal from the Program.
  - Clinical CVT courses may be repeated once with the permission of the Program Director. A subsequent failure to achieve a “C+” in any other clinical necessitates withdrawal from the Program.
  - A maximum of two CVT courses may be repeated in the major. On the third failure to achieve a “C+” the student will be removed from the Program.
  - Students may withdraw from the same CVT course no more than one time.
  - Students who have been withdrawn due to academic failure may not be readmitted to the CVT Program.

READMISSION

Students who left the Cardiovascular Technology Program in good standing and who are requesting readmission to the program are required to meet the following conditions for reinstatement:

- Clinical coursework completed more than three years ago in Molloy College’s Cardiovascular Technology Program must be repeated. The need for repetition of nonclinical course will be determined on an individual basis.
- Readmission to the Cardiovascular Technology Program for students who have taken Molloy College Cardiovascular Technology clinical courses within the past three-year period may require that students successfully complete challenge examinations and demonstrate clinical competence. The need for such examinations will be determined on an individual basis.

HEALTH REQUIREMENTS

All students are required to complete and provide documentation for a pre-entrance physical examination, an annual physical examination while enrolled in the Cardiovascular Technology Program, and requisite immunizations as outlined on the student health form. In addition, students must meet specified health requirements of individual clinical agencies.
NOTE: The Cardiovascular Technology Program reserves the right to make necessary program alterations in response to changes in professional cardiovascular technology practice and/or the healthcare delivery system.

CARDIOVASCULAR TECHNOLOGY—A.A.S.
New York State Registered Program Code: 22387
HEGIS Code: 5207.00 [Radiologic Technologies [X-Ray, Etc.]]
Molloy Program of Study Code: CVTAP

Program Learning Outcomes
Students will be able to:
• Properly operate and explain diagnostic and physiological instrumentation used in their particular clinical area of specialization.
• Function within interprofessional teams and communicate effectively with diverse populations.
• Demonstrate competence in the application of problem solving strategies in the patient care setting.
• Display competence in the application of ethical decision-making and professional responsibility.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (4 credits needed) See NOTE
ENG 1100 College Composition 3
PED General Education Course 1

Major CVT Requirements (50 credits):
CVT 1080 Electrophysiology 5
CVT 1500 Cardiovascular Pharmacology 2
CVT 2020 Ultrasound Physics I 3
CVT 2030 Ultrasound Physics II 3
CVT 2100 Cardiovascular Physiology I 3
CVT 2110 Clinical Cardiovascular Medicine 2
CVT 2120 Cardiovascular Physiology II 3
CVT 2130 Clinical Cardiovascular Experience I 4
CVT 2150 Clinical Cardiovascular Experience II 5
CVT 2200 Clinical Cardiovascular Experience III 6
CVT 2210 Cardiovascular Clinical Practicum I 5
CVT 2400 Cardiovascular Specialty 6
CVT 2570 Cardiovascular Scientific Research Techniques 3

Related Requirements (18 credits):
BIO 1200 Anatomy and Physiology I 4
BIO 1210 Anatomy and Physiology II 4
CHE 1090 Fundamentals of Chemistry 1
ETH 2880 Ethics and Health Care 3
MAT 1160 College Algebra and Trigonometry 3

PHY 1600 Physics for the Health Sciences 3

Electives Requirement:
FST 1000 College Experience (If required) 0-1
Total: 72-73

NOTE: The General Education requirement is 13, and has been adjusted to 4, because the following Related requirements will also satisfy the General Education requirement: ETH 2880; MAT 1160; PHY 1600.

Programs for Nuclear Medicine Technology

FACILITIES
Nuclear Medicine Technology facilities at Mercy Medical Center, South Nassau Communities Hospital, JT Mather Memorial Hospital, Long Island Jewish Valley Stream, Zwanger-Pesiri Radiology Group, Main Street Radiology, Good Samaritan Hospital, North Shore University Hospital, Long Island Jewish Medical Center, Maimonides Cancer Center (Alliance Healthcare), Maimonides Medical Center, Memorial Sloan Kettering, New York Presbyterian/Queens, St. Francis Hospital, NYU Winthrop Hospital, Saint Catherine of Sienna, GE/Healthcare Pharmacy in Port Washington, Doshi Diagnostic, Mt. Sinai Medical Center, New York-Presbyterian Hospital/Columbia, Stony Brook University Hospital, Cornell Hospital, as well as those of Molloy College will be available.

ADMISSIONS AND PROGRESSION REQUIREMENTS
• Minimum age 18 years for clinical training.
• Prerequisite courses: high school algebra and one higher-level mathematics course, biology and chemistry (Grade of "C" or better).
• Good Health: Admission physical will be required. Applicants must be physically capable of moving nuclear medicine equipment and moving patients unable to walk, sit or stand by themselves.
• Personal Interview with NMT Program Director.
• Visit a Nuclear Medicine department to become familiar with the field.
• Approved by Admissions Advisory Committee.
• Students must obtain their own white uniform and I.D. badge.
• Students are required to maintain their own health/ liability insurance.
• Students may be required to have a background check and drug screening and adhere to annual health requirements.

GRADING CRITERIA FOR PROGRESSION
• A student must have an overall 2.5 Cumulative Index prior to beginning Nuclear Medicine Technology courses.
A grade of “C+” or better is necessary for all required Nuclear Medicine Technology major courses and math and science courses.

The following policies apply when a student attains a grade below “C+” in NMT courses:

- NMT courses may be repeated one time. Failure to attain a grade of at least “C+” when taking an NMT course for the second time will necessitate withdrawal from the Program.

- Clinical NMT courses may be repeated once with the permission of the Program Director. A subsequent failure to achieve a “C+” in any other clinical necessitates withdrawal from the Program.

- A maximum of two NMT courses may be repeated within the Major. On the third failure to achieve a “C+”, the student will be removed from the Program.

- Students may withdraw from the same NMT course no more than one time.

- The same science or math course may be repeated one time only. Failure to achieve a “C+” or better on the re-take will result in a dismissed from the NMT program.

- Students who have been withdrawn due to academic failure may not be readmitted to the NMT Program.

NUCLEAR MEDICINE TECHNOLOGY—B.S.
New York State Registered Program Code: 35927
HEGIS Code: 1225.00 (Radiologic Technologies [baccalaureate and higher].)
Molloy Program of Study Code: NMTBS
This new program will accept students beginning in the Fall of 2014.

Program Learning Outcomes
Students will be able to:

- Explain and discuss the theories and practices concerning Nuclear Medicine.
- Demonstrate competence in the use of imaging systems and radiopharmaceuticals.
- Explain and perform proper diagnostic studies on patients.
- Display competence in ethical decision-making, self-evaluation and cooperation in the health care field.
- Qualify and sit for examinations leading to certification, registration and licensure.
- Demonstrate leadership/skills managing people and processes in healthcare.

Credits

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE

**Arts and Fine Arts (2 out of 3 disciplines) (3 credits):** One of either ART History/MUS History; and One COM Speech

**English, Languages and Literature (1 of each discipline) (9 credits):** ENG 1100; Languages; and Languages/Literature

**Social and Behavioral Sciences (2 out of 3 disciplines) (6 credits):** HIS/POL/SOC

**Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits):** PHI and TRS

**Physical Education (1 credit):** PED

**Core Course (4 credits):** COR

**Major NMT Requirements (64 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMT 2990 Introduction to Fundamentals in Nuclear Medicine Technology</td>
<td>3</td>
</tr>
<tr>
<td>NMT 3000 Radiation Physics</td>
<td>3</td>
</tr>
<tr>
<td>NMT 3010 Patient Care in Nuclear Medicine Technology</td>
<td>3</td>
</tr>
<tr>
<td>NMT 3020 Radio-Pharmaceutical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>NMT 3030 Instrumentation and Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>NMT 3040 Radiation Protection and Biology</td>
<td>3</td>
</tr>
<tr>
<td>NMT 3050 Clinical Procedures I</td>
<td>3</td>
</tr>
<tr>
<td>NMT 3060 Clinical Procedures II</td>
<td>3</td>
</tr>
<tr>
<td>NMT 3070 Clinical Procedures III</td>
<td>3</td>
</tr>
<tr>
<td>NMT 3100 Nuclear Medicine Internship I</td>
<td>1</td>
</tr>
<tr>
<td>NMT 3110 Nuclear Medicine Internship II</td>
<td>3</td>
</tr>
<tr>
<td>NMT 3120 Nuclear Medicine Internship III</td>
<td>3</td>
</tr>
<tr>
<td>NMT 3150 Hematology and Immunology in Nuclear Medicine Technology</td>
<td>3</td>
</tr>
<tr>
<td>NMT 4030 Advanced Imaging Physics</td>
<td>3</td>
</tr>
<tr>
<td>NMT 4070 Nuclear Medicine/CT Cross Sectional Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>NMT 4080 Advanced Practice/Registry Review Nuclear Medicine Technology</td>
<td>3</td>
</tr>
<tr>
<td>NMT 4090 Clinical Conference I and Management of Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>NMT 4120 Nuclear Medicine Internship IV</td>
<td>6</td>
</tr>
<tr>
<td>NMT 4140 Nuclear Medicine Internship V</td>
<td>6</td>
</tr>
<tr>
<td>NMT 4900 Clinical Conference II and Thesis Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Related Requirements (31 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1200 Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1210 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 1090 Fundamentals of Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHE 1120 Organic and Biological Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>ETH 2880 Ethics and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1150A Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1160 College Algebra and Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>PHY 1880 College Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 1890 College Physics II</td>
<td>3</td>
</tr>
</tbody>
</table>
Programs for Respiratory Care

FACILITIES

Respiratory Care facilities at Mercy Medical Center, North Shore University Hospital, Glen Cove Hospital, Long Island Jewish Valley Stream, Northwell Health at Southside Hospital, Northwell Health at Plainview Hospital, Good Samaritan Hospital, Huntington Hospital, Brookdale Medical Center, Kings County Hospital Center, Long Island Jewish Medical Center, Jamaica Hospital Medical Center, Lincoln Hospital, St. Joseph’s Hospital, Flushing Hospital Medical Center, Harlem Hospital Center, Long Island Jewish Valley Stream, Northwell Health at Southside Hospital, Northwell Health at University Hospital, Glen Cove Hospital, Long Island Jewish Valley Stream, Northwell Health at Southside Hospital, Northwell Health at University Hospital, Glen Cove Hospital, Long Island Jewish Valley Stream, Northwell Health at Southside Hospital, Northwell Health at University Hospital, Glen Cove Hospital, Long Island Jewish Valley Stream, Northwell Health at Southside Hospital, Northwell Health at University Hospital.

ADMISSIONS AND PROGRESSION REQUIREMENTS

- Pre-requisites: high school algebra, biology and chemistry or its equivalent.
- Applicants may be required to have an interview with the program director at the department’s discretion.
- All students accepted into the program are required to provide a valid Basic Life Support (CPR) certification. This requirement must be fulfilled in the first semester of admission to the program.
- All students are responsible for their own transportation to and from the clinical sites.
- Students are responsible for meeting all program requirements.
- Students of the Respiratory Program are strongly encouraged to take a credentialing exam review course at the end of their senior year.
- Students may be required to have a background check and drug screening.
- Respiratory Care coursework from other institutions is NOT eligible for transfer to the Molloy College Respiratory Care Program.
- Upon completion of the program and subsequent completion of the national board for Respiratory Care exams, students will submit an application for licensure. A component of the process is determination of “good moral character.” The application asks the applicant, “Have you ever been found guilty after trial, or pleaded guilty, no contest, or nolo contendere to a crime (felony or misdemeanor) in any court? Are criminal charges pending against you in any court?” (Please refer to the “New York State Education Department, Office of Professions, www.op.nysed.gov.) It is the student’s responsibility to seek legal guidance with any concern about meeting these criteria.

GRADING CRITERIA FOR PROGRESSION

- A student must have an overall 2.5 Cumulative Index prior to beginning Respiratory Care courses and maintain this index throughout their studies.
- A grade of “C+” or better is required for all Respiratory Care courses.
- A grade of “C+” or better is necessary for all related required courses.
- Grades of “C+” or better are required in all science and math courses. The same science or math course may be repeated one time only. Failure on the re-take of the science or math course will result in a dismissal from the Program.
- Students who do not follow the designed course progression and have a one or two semester lapse between clinical rotations, due to a need to repeat a course or a leave of absence, will be required to successfully complete challenge examinations and demonstrate clinical competence prior to enrolling in another clinical course. The need for such examinations will be determined on an individual basis. Please consult with the Director of Clinical Education.

The following priorities apply when a student attains a grade below “C+” in RES courses:

- RES courses may be repeated one time. Failure to attain a grade of at least “C+” when taking an RES course for the second time will necessitate withdrawal from the Program.
- Clinical RES courses may be repeated once with permission of the Program Director. A subsequent failure to achieve a “C+” in any other clinical necessitates withdrawal from the Program.
- A maximum of two RES courses may be repeated within the major. On the third failure to achieve a “C+”, the student will be removed from the Program.
- Students who have been withdrawn due to academic failure may not be readmitted to the RES Program.
- Students may withdraw from the same RES course no more than one time.

READMISSION

Students who left the Respiratory Care Program in good standing and who are requesting readmission to the program are required to meet the following conditions for reinstatement:

- Clinical course work completed more than three years ago in Molloy College’s Respiratory Care Program must be repeated. The need for repetition of nonclinical
courses will be determined on an individual basis.

• Readmission to the Respiratory Care Program for students who have taken Molloy College Respiratory Care clinical courses within the past three-year period may require that students successfully complete challenge examinations and demonstrate clinical competence. The need for such examinations will be determined on an individual basis.

NOTE: The Respiratory Care Program reserves the right to make necessary program alterations in response to changes in professional respiratory care practice and/or the health care delivery system.

HEALTH REQUIREMENTS
All students are required to have a pre-entrance physical examination, annual physical exam and required immunizations on the College health form. In addition, students must meet specified health requirements of individual clinical agencies.

RESPIRATORY CARE—A.A.S.
New York State Registered Program Code: 89369
HEGIS Code: 5215.00 {Inhalation Therapy Technologies}
Molloy Program of Study Code: RESAP

Program Learning Outcomes
Students will be able to:
• Function within inter-professional teams and communicate effectively with diverse populations.
• Demonstrate competence in the performance all respiratory care diagnostic and therapeutic procedures required of a respiratory therapist entering the profession.
• Demonstrate competence in the application of problem solving strategies in the patient care setting.
• Display competence in the application of ethical decision making and professional responsibility.

| Credits | 
|-----------------|-----------------|
| ENG 1100 College Composition | 3 |
| PED General Education Course | 1 |
| **Major RES Requirements** (43 credits): | |
| RES 1010 Clinical Concepts | 1 |
| RES 1020 Respiratory Care Laboratory | 4 |
| RES 1100 Respiratory Science I | 4 |
| RES 1250 Clinical Practicum I | 2 |
| RES 1260 Respiratory Science II | 6 |
| RES 2050 Clinical Practicum II | 6 |
| RES 2440 Clinical Practicum III | 1 |
| RES 2450 Respiratory Science IV | 3 |
| RES 2480 Respiratory Science III | 5 |
| RES 2500 Pharmacology | 2 |
| RES 2530 Computers in Respiratory Care | 2 |
| RES 2600 Clinical Medicine I | 2 |
| RES 2650 Critical Thinking in Respiratory Care | 2 |
| RES 2700 Clinical Practicum IV | 3 |
| **Related Requirements** (27 credits): | |
| BIO 1200 Anatomy and Physiology I | 4 |
| BIO 1210 Anatomy and Physiology II | 4 |
| BIO 2450 Microbiology | 4 |
| CHE 1130 Organic and Biological Chemistry for Allied Health (or equivalent - CHE 1120) | 3 |
| ETH 2880 Ethics and Health Care | 3 |
| Complete one MAT course*, either: | |
| * MAT 1150A Elementary Statistics | |
| * MAT 1160 College Algebra and Trigonometry | |
| PHY 1600 Physics for the Health Sciences | 3 |
| PSY 1110 General Psychology | 3 |
| **Electives Requirement:** | |
| FST 1000 College Experience (If required) | 0-1 |
| **Total:** | 74-75 |

NOTE: The General Education requirement is 13, and has been adjusted to 4, because the following Related requirements will also satisfy the General Education requirement: ETH 2880; MAT 1150A/1160; PHY 1600.

RESPIRATORY CARE—B.S.
New York State Registered Program Code: 36291
HEGIS Code: 5215.00 {Respiratory Therapy Technologies}
Molloy Program of Study Code: RESBS

Program Learning Outcomes
Students will be able to:
• Function within inter-professional teams and communicate effectively with diverse populations.
• Demonstrate competence in the performance of all respiratory care diagnostic and therapeutic procedures required of a respiratory therapist entering the profession.
• Demonstrate competence in the application of problem solving strategies in the patient care setting.
• Display competence in the application of ethical decision making and professional responsibility.
• Demonstrate leadership skills and knowledge related to management of healthcare services.

| Credits | 
|-----------------|-----------------|
| Arts and Fine Arts (2 out of 3 disciplines) (3 credits): | |
| One of either ART History/MUS History; and One COM Speech | 6 |
| **English, Languages and Literature (1 of each discipline) (9 credits):** | |
| ENG 1100; Languages; and Languages/Literature | 9 |
Social and Behavioral Sciences (2 out of 3 disciplines) (6 credits): HIS/POL/SOC 6
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits): PHI and TRS 6
Physical Education (1 credit): PED 1
Core Course (4 credits): COR 4

**Major RES Requirements** (64 credits):

- RES 2010 Fundamentals of Respiratory Care 1
- RES 2800 Human Disease 2
- RES 2900 Respiratory Pharmacology 3
- RES 3000 Respiratory Care I 3
- RES 3010 Respiratory Care II 3
- RES 3020 Respiratory Care Therapeutics I 4
- RES 3030 Clinical Concepts and Assessment 3
- RES 3250 General Respiratory Care Clinical 2
- RES 3260 Fundamentals of Mechanical Ventilation 5
- RES 3270 Pulmonary Function Studies 2
- RES 3280 Respiratory Care Therapeutics II 2
- RES 3500 Critical Care Practicum I 4
- RES 3510 Pulmonary Function Practicum 1
- RES 3600 Respiratory Pathophysiology 3
- RES 4000 Neonatal/Pediatric Respiratory Care 4
- RES 4260 Respiratory Care Therapeutics III 4
- RES 4480 Hemodynamic Monitoring 3
- RES 4500 Critical Care Practicum II 2
- RES 4510 Specialty Practicum 2
- RES 4600 Respiratory Care Management I 3
- RES 4610 Respiratory Care Management II 3
- RES 4650 Critical Thinking in Respiratory Care 2
- RES 4900 Senior Seminar in Respiratory Care 3

**Related Requirements** (28 credits):

- BIO 1200 Anatomy and Physiology I 4
- BIO 1210 Anatomy and Physiology II 4
- BIO 2450 Microbiology 4
- CHE 1120 Organic and Biological Chemistry 4
- ETH 2880 Ethics and Health Care 3
- MAT 1160 College Algebra and Trigonometry 3
- PHY 1600 Physics for the Health Sciences 3
- PSY 1110 General Psychology 3

**Electives:** One Elective credit must be Liberal Arts and Sciences (LAS) for a B.S. degree. If FST 1000 is taken, this requirement is met. If FST is not required, an LAS course must be taken as an Elective.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor. When FST is waived, take one additional Elective.)

**Total:** 128

**NOTE:** The General Education requirement is 44, and has been adjusted to 32, because the following Related requirements will also satisfy the General Education requirement: BIO 1200; ETH 2880; MAT 1160; PSY 1110.

---

**Communication Sciences and Disorders**

William J. Casey Center, C-202
516.323.3517

Susan Alimonti, Associate Dean and Director For Graduate Speech Language Pathology

Sandra White, Chairperson

Hia Datta, Undergraduate Program Director, Communication Sciences and Disorders

**Associate Professor:** Hia Datta

**Assistant Professors:** Susan, Alimonti, Diane Saulle, Sandra White

**Adjunct Professor:** Barbara T. Schmidt

**Adjunct Instructors:** Joanne Ascher, Kristen Brelsford, Claire Conway, Elizabeth Delio, Kerin DeSena, Cara DiCicco, Catherine Gillis, Kristin Goldstein, Jessica Hsaine, Steve Langevin, Frances Morr, Jessebell Reyes, Kara Siciliano, Stephanie Thomson

Molloy College Speech, Language and Hearing Center

**Director:** Joanne Ascher

The undergraduate major in Speech-Language Pathology/Audiology offers students comprehensive academic and clinical coursework in human communication and communication disorders. The curriculum is academically challenging and integrates theory and practice. With a degree in Speech-Language Pathology/Audiology, students can plan a career that makes a positive contribution to the community.

The department values a strong foundation in science and humanities and develops each student’s thinking and communication abilities. Students enjoy small class sizes where the faculty place emphasis on the quality of student learning. The bachelor’s program prepares students for graduate education in speech-language pathology. In order to obtain a Certificate of Clinical Competence in Speech-Language Pathology and/or Audiology from the American Speech-Language and Hearing Association and a license to practice in the professions, a master’s degree is required. Those students who choose not to pursue graduate education have superior preparation for further study in other fields, such as education.

**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. The department’s goal is to prepare graduates to engage in interdisciplinary collaboration, ethical practice and take positions of leadership within the professional community.
FACILITIES

The college has a speech lab that is used to support research and academic coursework. Additionally, the department operates the Molloy College Speech, Language and Hearing Center. This community-based center is used to introduce the clinical students to the clinical application of theoretical knowledge.

INTERDISCIPLINARY STUDIES

For those not completing the bachelor’s program in Speech-Language Pathology, a concentration can be chosen in Interdisciplinary Studies. Consultation should be done with the Communication Sciences and Disorders departmental chairperson. Required courses are: SLP 2700, 2710, 2730, 2740, 3720, 3740 and one other course: SLP 2720/3700/3710.

MINORS

The Communication Sciences and Disorders Department offers an undergraduate minor. Minor requirements are described in the section of the catalog on Minors.

Program for Speech-Language Pathology Majors

ADMISSION TO THE UNDERGRADUATE MAJOR

Students who wish to declare Speech-Language Pathology/Audiology as a major should apply to the Program Director. The following criteria must be met:

- An overall GPA of 2.5
- Completion or registration in the basic science requirement of a physical science and a life science
- A personal essay as described on the application

POLICY OF ACADEMIC PROGRESSION IN THE MAJOR

Students are required to complete all designated courses in the major

- Prior to admission into SLP 4400 Introduction to Clinical Practice in Speech-Language Pathology I or SLP 4420 Introduction to Clinical Intervention and Interprofessional Collaboration, students must have completed the following classes:
  - SLP 2710 Anatomy and Physiology of the Speech Mechanism
  - SLP 2730 Phonetics and Vocal Patterns
  - SLP 2740 Disorders of Communication I
  - SLP 3720 Language Acquisition
  - SLP 3740 Disorders of Communication II
  - SLP 3750 Evaluation and Treatment Methods in Speech-Language Pathology
  - SLP 3760 Clinical Experiences with the Speech, Language and Hearing Impaired
- A minimum grade of “C” must be attained in each of these classes in order to progress into SLP 4400 or SLP 4420.

- In order to enroll in SLP 4400, students must apply for Clinical Privileges according to the announced schedule. Please obtain an application from the department. A minimum overall GPA of 2.8 and a minimum of 3.0 in Speech-Language Pathology must be attained in order to apply for Clinical Privileges. Please see the Speech Center Director to obtain an Undergraduate Application for Clinical Privileges.
  - The Advanced Writing course for Related Requirements must be met with a grade of “C” or better.
  - Students need to enroll and successfully complete SLP 4400 with a minimum overall GPA of 3.0 in order to obtain letters of recommendation from CSD faculty for graduate school in Communication Sciences and Disorders.

FAILURE TO ATTAIN THE MINIMUM GRADE REQUIREMENTS

Any Speech-Language Pathology/Audiology course in which a student attained a grade below a “C” may be repeated once in order to attain the required grade of “C”. Failure to attain the minimum grade when taking the course for the second time necessitates withdrawal from the program.

A maximum of two Speech-Language Pathology/Audiology courses may be repeated to achieve the minimum grade of “C”.

If a student attains a grade of “C-” or below in a third Speech-Language Pathology/Audiology course they will be asked to withdraw from the program.

Students who withdraw from the program for academic failure will not be readmitted.

Students may withdraw from any Speech-Language Pathology/Audiology course no more than once.

TRANSFER STUDENTS

Transfer students should schedule an appointment with an academic advisor in the Speech-Language Pathology/Audiology Program promptly upon admission to Molloy College.

Given the rigorous expectations of the Speech-Language Pathology/Audiology Program, transfer students are required to carefully evaluate their academic needs in consultation with an advisor. The Speech-Language Pathology/Audiology Program will make every effort to accommodate student needs, while adhering to the Policy of Academic Progression in the Major. Completion of program requirements within a specific number of semesters will be dependent upon individual situations.

GENERAL REQUIREMENTS FOR PARTICIPATION IN THE CLINICAL PRACTICUM

In addition to the aforementioned academic requirements, students must adhere to the following:

Clinical Observation and Practicum

Each student is required to complete hours of clinical observation. This time is spent observing certified Speech-Language Pathologists and Audiologists in service delivery. This observation
generally occurs as part of a course requirement and will satisfy the observation requirement mandated by the American Speech-Language and hearing Association (ASHA) in order to obtain professional certification.

Additionally, each qualifying student will take two semesters of clinical practicum, SLP 4400 and 4410. In order to enroll and participate in clinical practicum a student must apply for and be awarded Clinical Privileges. These courses are intended to provide you with an introduction to professional practice and will involve both class activity and direct intervention. Students are responsible for planning, documenting and implementing intervention under the guidance of a clinical educator. All students must carry student malpractice insurance in order to participate in the program.

Students who are participating in clinical observation and practice are expected to maintain a professional demeanor. Personal appearance, interpersonal behaviors and writing are expected to reflect knowledge of ethical professional practice.

Insurance
Students enrolled in SLP 4400 and SLP 4410 must obtain professional liability insurance and provide the original certificate of insurance to the Speech Center Director. (The original will be returned to the student and a copy will be kept on file.)

Preparatory Work
- Students are required to attend preparatory meetings and workshops prior to beginning clinic.
- Students wishing to enroll in SLP 4400 MUST apply for Clinical Privileges. A minimum overall GPA of 2.8 and 3.0 in the major must be attained in order to apply for Clinical Privileges. Please see the Speech Center Director to obtain and Undergraduate Application for Clinical Privileges.
- Students are required to meet with the Speech Center Director during the spring semester preceding enrollment in SLP 4400. They should provide the following:
  - Three written observation reports to be evaluated by the Speech Center Director. The student’s writing and ability to document clinical behavior effectively will be assessed
  - The student must submit verification that 25 observation hours have been completed.

Clinical Schedule
Students are required to be available during the specified course times. Additionally, students are required to provide the Speech Center Director with hours of availability to provide clinical services.

SPEECH-LANGUAGE PATHOLOGY/AUDIOLOGY—B.S.
New York State Registered Program Code: 22073
HEGIS Code: 1220.00 (Speech Pathology and Audiology)
Molloy Program of Study Code: SLPBS

Program Learning Outcomes
Students will be able to:
- Demonstrate effective oral and written communication.
- Demonstrate knowledge of the theory behind and development of human communications.
  - Demonstrate a knowledge of the physiological basis of communication.
  - Demonstrate a knowledge of disorders of communication.
  - Demonstrate the ability to analyze critically.
  - Apply moral and ethical decision making to professional issues.
  - Demonstrate research skills in the study of human communication and disorders of communication.
SLP 4430 Professional Issues in Communication Sciences and Disorders and Related Fields

SLP 4800 Research in Speech-Language Pathology/Audiology 3

SLP 4900 Speech-Language Pathology/Audiology Seminar 3

Related Requirements (12 credits):
Complete one Advanced Writing course from the following* (3 credits):
ENG 2280/COM 2280 Writing for the Web
ENG 2300/COM 2300 Scriptwriting for Media
ENG 2310 Advanced Composition
ENG 2320 Creative Writing
ENG 2330/COM 2330 Introduction to Newswriting
ENG/COM 2350 Film and Drama Criticism
ENG 2360 Effective Business Writing
ENG/COM 2480 Online Journalism
ENG/COM 2551 Public Relations Writing

MAT 1150A Elementary Statistics 3
One Life Science Course (BIO, ENV, ESC, GEO) 3
One Physical Science Course (CHE, PHY) 3

Electives: 11 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 1000 counts as a LAS required Elective.

Recommended Electives: Recommended COM 1200, SLP 1240

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Related requirements will also satisfy the requirement: Life Science and MAT 1150B.

Nursing

The Barbara H. Hagan School of Nursing, H-315
516.323.3650

Marcia R. Gardner, Dean of The Barbara H. Hagan School of Nursing

Teresa C. Aprigliano, Associate Dean and Director, R.N./BS-MS Accelerated Program, LPN-BS Programs

Rose L. Schecter, Associate Dean and Director, Undergraduate Program

Professors: Teresa Aprigliano, Marcia Caton, Valerie Collins, Bernadette Curry (Dean Emerita), Donna Driscoll, Patricia Eckardt, Veronica Feeg, Debra Hanna, Kathleen Lamante, Lois Moynan, Geraldine Moore, Ann Marie Parasyczuk, Freida Pemberton, Rose Schecter, Victoria Siegel, Susan Vitale, Margaret Whelan

Associate Professors: Normadeane Armstrong, Judith James-Borga, Christine Cervini, Elizabeth Cotter, Lorraine Emeghebo, Mary Fassetta, Joan Ginty, Noreen Giordano, Debra Kantor, Aliya Kuerban, Ann Langan, Sebatyul Diane Lee, Jennifer Mannino, Kerry Mastrangelo, Andrea Morgan-Eason, Maureen Moulder, Sharon Placella, Ethel Simmons-Ulrich, Alicia Stone, Anne Tumbarello, Denise Walsh

Assistant Professors: Patricia Bennett, Alexandra Bliven, Laura Candelaria, Mary Cuff-Plante, Christine D’Ambrosio, Helen Dubinsky, Anna George, Nona Holmes, Joanne Manning-Baker, Barbara Messina, Mary McCormack, Jean Marie Osborne, Randy Pellet, Eileen Shah, Marcia Williams-Hailey, Sheryl Wolkowitz, Carole Zarcone

Instructor: Michael Finnegan, Patricia Mulvaney-Roth

NURSING UNDERGRADUATE PROGRAM

Rose L. Schecter, Associate Dean and Director,
Undergraduate Program
The Barbara H. Hagan School of Nursing H-210
516.323.3655

DEGREE COMPLETION PROGRAM FOR REGISTERED NURSES

DUAL DEGREE PROGRAM FOR REGISTERED NURSES

BS-MS SECOND DEGREE ACCELERATED PROGRAM LPN—B.S./RN PROGRAM

Teresa C. Aprigliano, Associate Dean and Director, R.N./ Dual Degree Program
The Barbara H. Hagan School of Nursing H-211
516.323.3659

Note: The School of Nursing reserves the right to make necessary program alterations in response to changes in professional nursing practice and/or the health care delivery system. Students are responsible for meeting all program requirements.

MISSION

To challenge students, faculty, and community partners toward excellence as they advance their professional and personal development as nurse generalists, as advanced practice nurses, as nurse scholars, and as nurse leaders through a lifelong process of creative, ethical, and collegial discourse and practice.

VISION AND OBJECTIVES

To create a vibrant learning environment where humanistic nursing practice, education, and scholarship intersect for the advancement of healthcare and the profession of nursing in service to a global community. The School of Nursing will:

• Provide educational programs that prepare professional nurses for leadership roles in the delivery, design, and evaluation of nursing care that is evidence-based, humanistic, and responsive to the ethical, cultural, spiritual, and psychosocial needs of individuals, families and communities.
• Create a collaborative environment of scholarly inquiry and learning to advance knowledge in the discipline of nursing and to improve healthcare.
• Encourage excellence in teaching/learning, professional
development, scholarship, and service within the college, community, and profession of nursing.

PHILOSOPHY OF THE SCHOOL OF NURSING

The faculty of the School of Nursing, in accord with Molloy College, believes that every person, as a biological, psychological, sociological, spiritual, cultural being, has an innate potential for self-actualization in a dynamic universe. We believe that human beings are entitled to an environment that fosters individual self-esteem and mutual positive regard. We hold in high esteem the inherent worth and dignity of all individuals. It is the concept of valuing, in relation to humanity-environment-health, which gives meaning to humanistic nursing practice.

Each human being is an integrated whole, evolving through time. The uniqueness of humanity is reflected through individuals, families and communities continuously interacting with their environment. Since environment influences the health and well-being of humanity, we recognize our collective responsibility to strive toward an environmentally better world.

Health is a dynamic state of bio-psycho-socio-spiritual-cultural well-being. A responsible society provides a health care system that enables individuals to function at their highest level. Nursing meets the actual and potential needs of humanity by assisting a diverse, multi-cultural population to attain, maintain and retain optimum health.

Nursing is both a science and an art that focuses on the diagnosis and treatment of human responses. Humanistic nursing integrates theory and practice within a framework of ethical decision-making. Nursing provides health care for individuals, families and communities. Central to professional practice are caring, interpersonal communication and nursing therapeutics. We believe that nursing is a social contract grounded in the profession's code of ethics and requires a life-long professional commitment.

Baccalaureate nursing education is based on liberal arts and sciences. This foundation distinguishes baccalaureate nurses by preparing them to communicate, evaluate and provide humanistic health care. Professional nursing education includes nursing's scientific body of knowledge, which is augmented by the findings of multidisciplinary research. Baccalaureate education prepares the nurse generalist in a beginning leadership role as a member of an interdisciplinary health care team who is able to practice in a variety of settings.

The faculty believe that learning is an ongoing process that fosters intellectual inquisitiveness, critical thinking and decision-making, a creative approach to life situations and an appreciation of ethical and aesthetic values. We believe learning occurs best in a humanistic environment that values students and supports them in becoming increasingly self-aware and self-directed.

NURSING ARTICULATION AGREEMENTS FOR ASSOCIATE DEGREE NURSES

The School of Nursing has articulation agreements with the Departments of Nursing at Nassau Community College, Queensborough Community College, the State University of New York at Farmingdale and Delhi College. Graduates of these programs with a cumulative index of 2.5 and a grade of C or better in nursing are accepted in the Molloy Nursing Program.

NURSING PROGRAM OPTIONS

The Baccalaureate Nursing Program has several options, each of which is described in the following pages:

- Generic Undergraduate Program
- Dual Degree BS-MS Second Degree Accelerated Program
- LPN to BS/RN Program
- Degree Completion Program for Registered Nursing Students (Online Format)
- Dual Degree Program for Registered Nurses
- Alternative Admission Pathway to Master's Program: Bridge Program for RNs with a Non-Nursing Baccalaureate Degree.

READMISSION

Students who left the Molloy College Nursing Program in good standing and who are requesting readmission to the Molloy College Nursing Program are required to meet the following conditions for reinstatement:

- Clinical nursing course work completed more than three years ago in Molloy College's Nursing Program must be repeated. The need for repetition of non-clinical nursing courses will be determined on an individual basis.
- Students who have been withdrawn due to academic failure may not be readmitted to the same undergraduate nursing program.
- Readmission to the Nursing Program for students who have taken Molloy College School of Nursing clinical courses within the past three-year period may require that students successfully complete challenge examinations and demonstrate clinical competence. The need for such examinations will be determined on an individual basis.

Nursing Program Policies and Requirements

PROGRESSION CRITERIA - PRIOR TO STARTING PROGRAM

Science Courses

- Science prerequisite courses under consideration for transfer of credit to the nursing major should have been taken within ten (10) years prior to the date of acceptance. Science courses that are older than ten (10) years will not be accepted.

Reading and Writing Proficiency (All Students)

- Students are tested for reading and writing levels upon admission. See front of Catalog under “Admissions” requirements for testing information. English courses and remediation are assigned based on students' performance.

Reading and Writing Specific to Generic Students

- Prior to entry into Level I nursing courses, all nursing students must achieve a minimum Reading subscore of 26 on the EBRW section (reading section) of the SAT Exam or a minimum score of 20 on the Reading section of the ACT Exam or have completed ENG 1010
with a minimum grade of “C”. Prior to entry into Level III, students must have successfully completed College Composition (ENG 1100) or its transferred equivalent. (See “Admissions Requirements for Freshmen and Transfers” in front section of the Molloy College Catalog.)

- RN Degree Completion and DDP/RN Students must have completed required remedial writing course and/or ENG 1100 prior to entering any nursing courses.

- “English as a Second Language (ESL)” students are required to take the Michigan Test. Please refer to admissions requirements at the front of the Catalog for additional information. Prior to entry into Level I nursing courses, ESL students must have completed all ESL required courses.

Mathematics Proficiency for Generic Students

- A mathematics proficiency examination will be administered to all nursing students as part of the admissions process. Transfer students and “change of major into nursing” students will take the test at the first scheduled date after such transfer. Successful completion of this test (90% or above) is required for all students before NUR 1290 may be taken.

- A student receiving a grade below 90% will be required to successfully complete one remediation course (MAT 0600) and achieve a grade of 90% or higher.

- Students who have taken the ATI Test of Essential Academic Skills (TEAS®) Exam prior to admission must achieve an 80% on essential math skills portion. These students will not need to take the mathematics proficiency examination and may begin nursing courses. Students with less than 80% must take MAT 0600.

- Failure to attain a “Pass” grade (90% or higher) when taking MAT 0600 will necessitate withdrawal from the Nursing program. This course may be taken only once.

SCHOOL OF NURSING REQUIREMENTS

Professional Behaviors Policy

Students entering a baccalaureate nursing program are beginning an education in professional nursing, which requires conformance to standards of ethical comportment, appropriate behavior and accountability, guided by the American Nurses Associate (ANA) Code for Nursing and the ANA Scope and Standards of Practice. Additionally, all students are held to the academic integrity and conduct policies specified in the most recent version of the Molloy College Student Handbook. It is expected that students will adopt as well as demonstrate appropriate emerging-professional behaviors at the designated program level. The ANA Code for Nurses, ANA Scope and Standards of Practice, National Student Nurse’s Association Code of Academic and Clinical Conduct, and related professional nursing literature all emphasize that nursing students at all levels of professional preparation must uphold the trust placed in them by society.

Students who demonstrate behavior that is incongruent with these expectations are subject to sanctions, which can include dismissal from the program of study. To make a determination as to sanctions, student behavior will be evaluated as either meeting expectations or not meeting expectations as outlined in the appropriate program handbook. (All information related to this policy is found in the appropriate program handbook, which can also be accessed on the Molloy College website.)

Progression Requirements

- Before beginning the Sophomore year, students must have met the following prerequisites: BIO 1200, BIO 1210, (BIO 2220 when required for transfer students) BIO 2450, CHE 1120; PSY 1110; SOC 1010 or SOC 1660; a 2.5 cumulative index and appropriate reading, writing and math test scores.

- All students are required to complete the ATI Test of Essential Academic Skills (TEAS®) Exam during NUR 1290.

- Prior to NUR 2090, all nursing majors are required to have nine-hour Cardio-Pulmonary Resuscitation certification (CPR), for professional rescuers. Consult the Molloy College Continuing Education Program, the Red Cross, Heart Association or local programs for course availability. Thereafter, re-certification is required every two years.

- Students are required to complete a Fire Safety Program prior to entering the clinical setting in NUR 2090. The program is available on the computers in the Nursing Lab, H009. At the completion of the computer program students will receive a printout that confirms completion of the program. This will be kept in their permanent file.

- Students are required to complete a State Mandated Infection Control Module prior to entering the clinical setting in NUR 2090. At the completion of the computer program, students will receive a printout that confirms completion of the program. This will be kept in their permanent file. Related course content will be incorporated into NUR 2090 lectures and tested via objective exam.

- Students are required to complete a State Mandated Child Abuse Module prior to completing NUR 3490. Documentation of completion will be kept in their permanent file. In addition, related course content will be incorporated into NUR 3490 lectures and tested via objective exam.

- The School of Nursing has instituted a testing program to assist undergraduate students. The purpose of this program is to provide students with curriculum-wide assessment and remediation activities. Students have the opportunity to become more successful in their educational career; and with the assistance of the program, students will continually identify, review and refine their knowledge. Throughout the nursing program, pre-identified assessments will be required along with the suggested remediation. During the senior semesters, students will be required to attend a three day pre-NCLLEX seminar. The purpose of these seminars is to assist the student in the process of NCLEX preparation. Additionally, immediately upon graduation students will be required to attend the
three day live review offered by ATI. There is a testing fee associated with certain nursing courses to cover the costs of the entire testing program and resources.

**Drug Calculation Proficiency**

- Prior to completion of NUR 2390, the student will complete a level drug calculation test. A minimum grade of 90% is required. If 90% or greater is not achieved the test may be retaken once following the completion of prescribed remediation. If the student fails to attain a 90% on the retake examination, he/she may NOT progress, until successfully completing NUR 0700. NUR 0700 may be taken only one time following a level drug calculation failure. If the student fails to demonstrate competency in level drug calculations in NUR 0700 by scoring below 90% on the examination, the student may NOT continue as a nursing major. (Refer to Courses in Nursing Section for the NUR 0700 course description).

- Prior to start of NUR 4090, the student must successfully complete a level drug calculation test. A minimum passing grade of 90% is required. If 90% is not achieved, the test may be retaken once following completion of prescribed remediation. If the student fails to receive 90% on the retake exam, he/she may NOT progress into NUR 4490 without successfully completing NUR 0710. NUR 0710 may be taken only one time following a level drug calculation examination failure. If the student fails to demonstrate competency in level drug calculations in NUR 0710 by scoring below 90% on the examination, the student may not continue as a nursing major. (Refer to the Courses in Nursing Section for the NUR 0710 course description).

- Ongoing assessment of drug calculation skills is done throughout the program.

**BACCALAUREATE PROGRAM REQUIREMENTS**

**For All Nursing Students**

**Clinical Requirements**

Beginning in 2019, an outside company, Castle Branch, will be the exclusive vendor to obtain and monitor student pre-clinical compliance documentation. Students will pay a small fee directly to Castle Branch. Students will establish a unique identified login to upload all required paperwork.

In addition to documentation on physical wellness, all clinical students must complete a drug test and initial background check prior to participating in any off-campus clinical learning experiences. Subsequent background checks, drug screening and possibly fingerprinting may be required by individual clinical agencies at other points in the program. Students must be aware that clinical placements sites reserve the right to deny, in their sole discretion, a student’s clinical placement based upon the results of the background check and drug screening. The School of Nursing is not responsible for any clinical ineligibility, regardless of whether any possible convictions or potential drug use was disclosed prior to the student’s matriculation to the School of Nursing. If a student’s clinical placement is denied because of the findings of a background check or drug testing, the School of Nursing does not guarantee the availability of an alternative clinical placement.

If a student cannot be placed at a clinical site due to a background check finding, he/she will not be able to complete the nursing program and will be dismissed from the nursing program.

All information from the background check is held as confidential and the information shared with the various agencies notes only that the student has passed the check. Individuals that fail the background check are notified by the College. They then have the opportunity to schedule an appointment with a College-appointed individual(s) to review the results of a background check. A determination on proceeding is then made on a case-by-case basis. (All information related to this policy is found in the appropriate program handbook, which can also be accessed on the Molloy College website.)

**Health Requirements**

Prior to entry into NUR 2090, clinical settings, a physical examination with immunizations, boosters and antibody titers, as well as specific requirements of individual agencies, is mandated. Thereafter, an annual physical is required as per School of Nursing schedules.

- Students who do not submit their initial or annual completed physical by the due dates will be charged of late fee of $50.00.

- No students will be permitted to attend a clinical experience without a completed School of Nursing Physical Form on file in the School of Nursing. No further notice will be given.

- In addition, a student may be required to submit, at any time, a statement from his/her healthcare provider if evident limitations interfere with the student’s practice or learning.

- Students are expected to attend all scheduled clinical days. Absence from a clinical experience must be reported to the faculty, the unit and the school-designated number as instructed by the clinical faculty.

- Students will be required to make up any time missed. A fee of $150 will be charged effective Fall 2011. The student will be responsible for payment of the fee to the Bursar’s Office before the end of the semester.

- Nursing majors must have access to a car for ALL clinical experiences and are responsible for all transportation to and from clinical.

- Students may not schedule a class earlier than 1 hour from the scheduled end of a clinical course.

- All students are required to carry liability insurance under a group plan sponsored by Molloy before taking any clinical nursing course. See the School of Nursing for additional information. (RN and LPN students are required to carry individual policies and provide copies to the School of Nursing.) A copy of state licensure should be on file in the Admissions Office.

- All students in the School of Nursing must carry personal health insurance. Students who are injured, become ill, have exposures or other health-related issues at a clinical practicum site will be required to follow the respective clinical agency policy and protocol for evaluation and treatment. Any charges will
be billed to the student’s health insurance plan. All costs not covered by the insurance plan are the responsibility of the student.

• Students are required to maintain a clinical skills manual throughout the program. The manual will be instituted during NUR 2090 or NUR 2260 LPN and updated during each subsequent clinical nursing course. Student proficiency in skills will be validated by Nursing Learning Laboratory staff and faculty. Students will be required to demonstrate skill proficiency to faculty at the beginning of each clinical nursing course.

• Clinical experiences are provided in cooperation with a variety of community agencies in the Nassau, Suffolk and greater New York metropolitan area.

Academic Progression Criteria

Nursing students are responsible for meeting all Nursing Program requirements as stated in the Molloy College Catalog. The progression requirements noted below apply at various points in the program.

• Prior to entry into Level I nursing courses, all nursing students must achieve a minimum Reading subscore of 26 on the EBRW section (reading section) of the SAT Exam or a minimum score of 20 on the Reading section of the ACT Exam or have completed ENG 1010 with a minimum grade of “C”. Prior to entry into Level III, students must have successfully completed College Composition (ENG 1100) or its transferred equivalent. (See “Admissions Requirements for Freshmen and Transfers” in front section of the Molloy College Catalog.)

• Students must pass the entrance math screening test or MAT 0600 to begin the program.

• Students must have an overall 2.5 cumulative index prior to beginning NUR 2090, NUR 2290, NUR 2390 and NUR 2260 LPN. An overall 2.3 cumulative index is required prior to beginning NUR 3290 and associated courses.

• Grades of “C+” or better are required in all science courses. The same science course may be repeated one time only. Failure on the re-take of the science will result in a dismissal from the Nursing Program. Nursing students that withdraw from a science course with less than the required C+ (77) grade will be given a WF.

• Grade of C+ or better are required in all nursing courses.

• The same nursing course may be repeated one time only. Failure on the re-take will result in dismissal from the nursing program.

• Students may withdraw from the same nursing course no more than once. The student must complete the course, to earn a grade, when re-taking.

• Failure of a third nursing course will result in dismissal from the nursing program.
• Failure of two clinical courses (see listed clinical courses) will result in dismissal from the nursing program.

• The School of Nursing reserves the right to review and modify this failure policy.

• Students may register for courses during the Summer on an “as available” basis. Criteria for Summer attendance are:
  - Overall GPA of 3.2, including the Spring semester.
  - No failed nursing courses throughout program.
  - Students, who withdraw during the Spring semester with either a “W”, “WA” or “WF”, will not be eligible to register for Summer nursing courses.
  - Students, who do not pass their nursing course(s) during the Spring semester, will not be permitted to take that course (or courses) during the Summer.
  - NUR 3490/NUR 3590 are available in the Summer for dual degree students ONLY. Students must have a minimum GPA of 3.3. Students must also meet ALL other progression and grade criteria.

• Intersession Courses:
  - Students may register for nursing courses during intersession with an earned minimum GPA of 3.2 or higher and no prior course failures or withdrawals.

• For Dual Degree/Second Degree students only in Summer:
  - Overall GPA of 3.3, including Spring semester, is required to take NUR 3490 and/or NUR 3590 in Summer.
  - For Molloy Alumni, the semester GPA is utilized to determine if required (3.3) GPA has been obtained.
  - All other Summer criteria listed above apply to Dual Degree/Second Degree students.

• Acceleration in the nursing program occurs in semester one. For students that have completed BIO 1200, BIO 1210, BIO 2450 and CHE 1120 along with psychology and sociology, the criteria are:
  - Acceptance into the nursing program
  - Prior to entry into Level I nursing courses, all nursing students must achieve a minimum Reading subscore of 26 on the EBRW section (reading section) of the SAT Exam or a minimum score of 20 on the Reading section of the ACT Exam or have completed ENG 1010 with a minimum grade of “C”. Prior to entry into Level III, students must have successfully completed College Composition (ENG 1100) or its transferred equivalent. (See “Admissions Requirements for Freshmen and Transfers” in front section of the Molloy College Catalog.)
  - Passing of math screening test or MAT 0600
  - GPA of 3.3.
  - For undergraduate students, a minimum of 90% on ATI Test of Essential Academic Skills (TEAS®) Reading Assessment.
  - For Dual Degree/Second Degree students, a minimum of 92.5% on ATI Test of Essential Academic Skills TEAS® Reading Assessment.

• Students are expected to participate in all School of Nursing required testing/learning activities. These computer-provided activities include but are not limited to those associated with a specific course as well as additional modules as deemed necessary by either faculty or the School of Nursing. Additionally, students are required to attend the NCLEX review course given immediately after completing the program. Students commit themselves to make every serious attempt needed to schedule and take the NCLEX licensure exam as soon after completing the review course as is possible.

Testing Program/Survey

• During NUR 4990, students are required to take a standardized test in preparation for the NCLEX-RN. Academic remediation/support is required of those students who do not achieve the required test score.

• Throughout the Program, there will be required assessment and enrichment activities for student completion.

• Students must complete the majority of liberal arts requirements before beginning upper division courses. Liberal arts requirements must be completed prior to or concurrent with completion of NUR 4990 or RN course NUR 4960.

NCLEX-RN LICENSURE

• Upon completion of the nursing program, students will complete an application for licensure as a registered nurse and take the NCLEX-RN licensure examination. A component of the process is determination of “good moral character”. The application asks the applicant to indicate if the “applicant has been convicted of a crime, or has committed an act which raises a reasonable question as to the applicant’s moral character.” (Please refer to New York State Education Department, Office of Professions, Regents Rules, Part 28, p.111, www.op.nysed.gov.) It is the student’s responsibility to seek legal guidance with any concern about meeting these criteria.

RETENTION

An exit interview with an Associate Dean of Program is required for students who choose to change their program or withdraw from Molloy, as well as for students whose grades do not meet program requirements.
GRADUATION

Students must complete all general education and nursing program requirements for a total of 128 credits with a minimum cumulative index of 2.0.

A grade of “C+” or better is needed for all nursing and science courses. (RNs—See RN Student Handbook).

Graduates of this program are eligible to take the National Council Licensure Examinations (NCLEX-RN) administered by New York State to achieve licensure as a registered professional nurse.

Programs for Nursing Majors

NURSING NEW YORK STATE PROGRAMS AND HEGIS CODES

New York State Registered Program Code: 07458 (Generic - BS)
HEGIS Code: 1203.00 (Nursing)
Molloy Program of Study Code: NURBS

New York State Registered Program Code: 91347 (RN-BS Non-License Qualifying)
HEGIS Code: 1203.10 (Nursing - RN required for Admission)

New York State Registered Program Code: 22184 (CNS - Dual BS/MS)
HEGIS Code: 1203.00 (Nursing)

New York State Registered Program Code: 22185 (CNS - Dual RN-BS/MS)
HEGIS Code: 1203.10 (Nursing - RN required for Admission)

New York State Registered Program Code: 22188 (NAI - Dual BS/MS)
HEGIS Code: 1203.00 (Nursing)

New York State Registered Program Code: 22189 (NAI - Dual RN-BS/MS)
HEGIS Code: 1203.10 (Nursing - RN required for Admission)

New York State Registered Program Code: 22186 (NE - Dual BS/MS)
HEGIS Code: 1203.00 (Nursing)

New York State Registered Program Code: 22187 (NE - Dual RN-BS/MS)
HEGIS Code: 1203.10 (Nursing - RN required for Admission)

New York State Registered Program Code: 20708 (ANP - Dual RN-BS/MS)
HEGIS Code: 1203.10 (Nursing - RN required for Admission)

New York State Registered Program Code: 21419 (ANP - Dual BS/MS)
HEGIS Code: 1203.00 (Nursing)

New York State Registered Program Code: 21418 (FNP - Dual BS/MS)
HEGIS Code: 1203.00 (Nursing)

New York State Registered Program Code: 20839 (FNP - Dual RN-BS/MS)
HEGIS Code: 1203.10 (Nursing - RN required for Admission)
New York State Registered Program Code: 21417 (NPP - Dual BS/MS)  
HEGIS Code: 1203.00 (Nursing)  

New York State Registered Program Code: 20838 (NPP - Dual RN-BS/MS)  
HEGIS Code: 1203.10 {Nursing - RN required for Admission}  

New York State Registered Program Code: 21416 (PNP - Dual BS/MS)  
HEGIS Code: 1203.00 {Nursing}  

New York State Registered Program Code: 20710  (PNP - Dual RN-BS/MS)  
HEGIS Code: 1203.10 {Nursing  - RN required for Admission}  

New York State Registered Program Code: 19244  (Dual-BS/MS License Qualifying)  
HEGIS Code: 1203.00  {Nursing} (BS)  
HEGIS Code: 1203.10  {Nursing} (MS)  

New York State Registered Program Code: 19210  (Dual RN-BS/MS Non-License Qualifying)  
HEGIS Code: 1203.10  {Nursing - RN required for Admission} (BS & MS)  

NURSING PROGRAM LEARNING OUTCOMES

Statement of Purpose

The purpose of the Baccalaureate Program in Nursing at Molloy College is to prepare the nurse generalist to practice in a variety of health care settings in beginning clinical leadership/management roles. The program is designed to build on the liberal arts and sciences and provide a foundation for advanced study. The Judeo-Christian tradition of Molloy College provides a basis for the nursing framework, thereby preparing nurses for humanistic professional practice.

Characteristics of the Baccalaureate Graduate

The graduate of the baccalaureate nursing program of Molloy College is a liberally educated individual who has acquired the knowledge and skills to provide humanistic nursing practice in multiple settings as well as a foundation for advanced study in nursing. This nurse:

- Demonstrates professional practice that upholds the inherent worth and dignity of individuals, families and communities, sensitive to their diverse spiritual and cultural needs.
- Synthesizes knowledge from the humanities, sciences and nursing as the foundation for critical thinking and decision making.
- Employs effective communication skills throughout the scope of professional practice.
- Utilizes evolving technology to promote quality patient outcomes.
- Provides consistent, safe and competent patient centered care.
- Considers the complex economic, legal, political and ethical issues affecting the delivery of care in the global and dynamic health care environment.
- Assumes responsibility and accountability for professional nursing practice.
- Demonstrates beginning leadership abilities as a member of an interdisciplinary health care team.
- Evaluates and integrates research that supports evidenced based nursing practice.
- Demonstrates intellectual inquisitiveness and a lifelong commitment to learning.

NURSING—B.S.

New York State Registered Program Code: Varies (See List)  
HEGIS Code: 1203.00 {Nursing}

Molloy Program of Study Code: NURBS  

Undergraduate curriculum for Nursing Major Requirements effective since Fall 2008.

<table>
<thead>
<tr>
<th>Credits</th>
<th>General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech</td>
</tr>
<tr>
<td></td>
<td>English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature</td>
</tr>
<tr>
<td></td>
<td>Social and Behavioral Sciences (3 credits): One from HIS/POL</td>
</tr>
<tr>
<td></td>
<td>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH</td>
</tr>
<tr>
<td></td>
<td>Physical Education (1 credit): PED</td>
</tr>
<tr>
<td></td>
<td>Core Course (4 credits): COR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Requirements (65 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 1290 Professional Socialization: Education for Professional Nursing Practice</td>
</tr>
<tr>
<td>NUR 1390 Human Growth and Development Across the Lifespan</td>
</tr>
<tr>
<td>NUR 2090 Foundations of Humanistic Nursing Practice</td>
</tr>
<tr>
<td>NUR 2290 Pathophysiology</td>
</tr>
<tr>
<td>NUR 2390 Pharmacology I: Implications and Practice</td>
</tr>
<tr>
<td>NUR 2590 Pharmacology II: Therapeutic Management</td>
</tr>
<tr>
<td>NUR 2890 Humanistic Psychosocial Concepts for Nursing</td>
</tr>
<tr>
<td>NUR 2900 Nursing Care of Patients with Common and Complex Common Health Problems (8 credits for Dual Degree Students Only)</td>
</tr>
<tr>
<td>NUR 2990 Humanistic Nursing Care of Adults I: Commonly Encountered Health Issues</td>
</tr>
</tbody>
</table>
NUR 3290 Humanistic Nursing Care of Adults II: Increasingly Complex Health Issues: 6
NUR 3490 Humanistic Nursing Care of Children and Families: 4
NUR 3590 Humanistic Nursing Care of the Childbearing Family: 4
NUR 3890 Nursing Research for Evidence-based Practice: 3
NUR 4090 Humanistic Nursing Care of Adults III: Multi-system Complex Health Issues: 3
NUR 4290 Humanistic Nursing Care in Psychiatric/Mental Health Nursing Practice: 4
NUR 4390 Humanistic Nursing Care in Public/Community Health Nursing Practice: 4
NUR 4490 Humanistic Nursing Care of Adults III: Advanced Clinical Application: 3
NUR 4590 Leadership and Management for Humanistic Nursing Practice: 2
NUR 4990 Comprehensive Humanistic Nursing Practice: Transition to Professional Nurse: 5

Related Requirements (27 credits):

BIO 1200 Anatomy and Physiology I: 4
BIO 1210 Anatomy and Physiology II: 4
(Complete BIO 2220 Intermediate Physiology - if required)
BIO 2450 Microbiology: 4
BIO 2470 Nutrition for Health: 2
CHE 1120 Organic and Biological Chemistry: 4
MAT 1150A Elementary Statistics: 3
PSY 1110 General Psychology: 3
Complete either** SOC 1010 or 1660 or 2900†: 3
SOC 1010 Introductory Sociology**: 3
SOC 1660 Social Psychology**: 3
SOC 2900H (Honors) Sociological Imagination**: 3
Electives: 2 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 1000 counts towards the LAS Required Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 32, because the following Related requirements will also satisfy the requirement: BIO 1200; MAT 1150A; PSY 1110; SOC 1010/ SOC 1660 or SOC 2900H.
†Honors Program students will take SOC 2900H in place of SOC 1010 or 1660.
Matriculated status is required for registration in all nursing courses. All pre- and corequisites must be met.

Non-clinical nursing courses are: NUR 1290, 1390, 2290, 2390, 2590, 2890, 3890, 4090 and 4590.

Clinical nursing courses are: NUR 2090, 2900, 2990, 3290, 3490, 3590, 4290, 4390, 4490 and 4990.

Dual Degree BS-MS Second Degree Accelerated Program

The purpose of the accelerated Bachelor of Science/Master of Science Degree Program is to further the educational and career goals of students holding a non-nursing baccalaureate or higher degree.

Overview

This program allows students to build on their knowledge base and expedite their humanistic learning by enrolling in both undergraduate and graduate courses throughout the program of study. The program allows students to accelerate at various points. Students are required to have a strong academic background and maintain a minimum cumulative grade point average of 3.0 (on a 4.0 scale). Students are eligible to take the National Council Licensure Examination (NCLEX-RN) administered for New York State to achieve licensure as Registered Professional Nurses upon completion of baccalaureate program requirements. This license is necessary prior to enrolling in the clinical/field experience courses to be taken during graduate study.

Admission Requirements

Transfer credit allocation is consistent with College policy. Students must declare their intent to enroll in the BS-MS Second Degree Accelerated Program upon admission. Requirements include:

- A baccalaureate degree from an accredited college or university.
- An undergraduate GPA of 3.3 on a 4.0 scale.
- Satisfactory completion of the math proficiency requirement.
- Nelson Denny score of 14 or ATI Test of Essential Academic Skills (TEAS®) Exam of 92.5%.
- A personal interview may be necessary.

A provisional admission status may be available. See program director for details.

Program of Study

Students transfer in a maximum of 98 credits.

BS-MS Accelerated students are subject to the same policies and course criteria as listed in the College Catalog for bachelor’s and master’s students, however, they are permitted to accelerate by taking graduate courses simultaneously with undergraduate course work providing that they meet a GPA requirement of 3.0 or higher. Graduate courses may be added after the successful completion of the first clinical course (NUR 2090), providing a student is not on academic probation and with permission of the Associate Dean of the Dual Degree Program.

In addition, all accelerated students are held to the same policies and progression requirements that are listed for undergraduate nursing students, as well as the graduate-level standards when enrolled in graduate-level courses.

Progression Requirements

A 3.0 GPA is required for the Dual Degree students. Should a student’s GPA fall below 3.0, the student will be put on probation...
LPN to BS/RN Program

Overview

The purpose of the LPN to BS/RN Program is to provide an opportunity for Licensed Practical Nurses to obtain a baccalaureate degree in nursing. This is accomplished through a program that recognizes clinical practice experience of the LPN by providing advanced standing opportunities through credit equivalency where appropriate. Credit equivalency is determined by the Associate Dean and members of the faculty.

Admission Requirements

All students must meet college admission criteria as well as have:

- A completed application and interview
- Current New York State registration as a licensed Practical Nurse
- A cumulative index of 3.0 on a 4.0 scale and/or a program average of >83.0 from an accredited program of study
- Current LPN malpractice insurance
- Satisfactory completion of the math proficiency requirement
- A minimal score of 480 on the SAT Critical Reading Test, a 12th grade-level on the Nelson Denny Test or completion of ENG 1010 with a minimum grade of “C”.

Program of Study

Students follow the same program of study as generic nursing students. Students with a minimum of one (1) year of clinical experience in a hospital or skilled Nursing facility and documented successful completion of a skills module may be granted equivalency credit for NUR 2240 LPN: Clinical Concepts as related to Humanistic Nursing Practice (3 credits). The decision to waive NUR 2240 LPN will be based upon the provision of direct patient care during one-year of full time practice, or its part-time equivalent and a competency skills verification. (See Associate Dean for additional information.) The candidate’s clinical experience will be evaluated on an individual basis.

*Equivalent credit will be granted upon appropriate documentation on the Employment Status Form

Credits earned at another college or university may be transferred in accordance with college policy as noted in the Molloy College catalog. Additional credits may be earned through department-developed challenge and CLEP examinations of identified liberal arts and science courses.

LPN-BS students follow the undergraduate program requirements.

Degree Completion Program for Registered Nurses Online Format

NURSING—RN (BS)

A total of 128 credits is required for the B.S. degree.

Admission Requirements

- Graduate of a National League for Nursing accredited Associate Degree Nursing Program or accredited Diploma School of Nursing
- Current license in NY State as a Registered Professional Nurse or eligible to sit for the next NCLEX-RN exam
- A cumulative index of 2.7 for Associate Degree Work with a grade of “C+” or better in the major field
- A score of 90 on the Michigan Test for English as a Foreign Language (if necessary)
NOTE: See catalog section on Transfer Students - Application Procedures. All General Education Requirements, Nursing Requirements, Related Requirements and Electives must be met. Matriculated status is required for registration in all nursing courses.

Associates Degree Nursing Graduates
The courses in the Associate Degree nursing major, taken as a whole, will be considered equivalent to NUR 1390, NUR 2090, NUR 2290, NUR 2590, NUR 2990, NUR 3290, NUR 3490, NUR 3590 (34 credits).

Diploma School Graduates
Challenge Examinations (to be taken at Molloy) may be taken in the following areas:

- Nursing Courses: NUR 1390, NUR 2090, NUR 2290, NUR 2590, NUR 2990, NUR 3290, NUR 3490, NUR 3590 (34 credits).
- See Associate Dean for specifics on Challenge Exams and see Molloy College policy on Challenge Exams.
- Related Requirements: BIO 1200, BIO 1210, BIO 2450; ENV 1010. (BIO 2220 is required if fewer than eight (8) credits in Anatomy and Physiology are transferred).
- Other liberal arts credits may be earned through either: CLEP, NYCPEP, RED exams or departmental examinations.

The combination of Molloy Challenge Examinations, standardized challenge examinations and transfer credits may not exceed 98 credits. Challenge Exams are to be completed before beginning NUR 3500 and/or NUR 3510.

The nurse must hold the Registered Professional Nurse License in order to begin in NUR 3520.

Dual Degree Program for Registered Nurses

NURSING—B.S./M.S.
The purpose of the accelerated Bachelor of Science/ Master of Science Degree Program is to further the educational and career goals of registered nurses. (The undergraduate portion is an online format.)

Overview
The program allows students to build on their knowledge base and accelerate their humanistic learning by enrolling in both undergraduate and graduate courses throughout the program of study. Since the DDP permits students to accelerate by replacing up to nine credits of baccalaureate study with nine credits of master’s study, it is recommended that students have a strong academic background and students must maintain a minimum cumulative grade point average of 3.0 (on a 4.0 scale). Students will be awarded a baccalaureate degree upon successful completion of the undergraduate requirements and a master’s degree upon completion of the graduate requirements.

Admission Requirements

Transfer credit allocation and challenge exams for Diploma School graduates are consistent with the Degree Completion Program for Registered Nursing Students. Students must declare their intent to enroll in the DDP upon admission.* Requirements include:

- Current New York State Registered Professional Nurse License
- A personal interview may be necessary
- An undergraduate GPA of 3.3 on a 4.0 scale

* Diploma School graduates are required to take 12 credits of baccalaureate course work in order to establish the required GPA before declaring intent. A provisional admission status may be available. See Associate Dean for details.

Program of Study
The program will be individualized according to the content and number of transfer credits accepted for each student. DDP students are subject to the same policies and course criteria as listed in the College Catalog for bachelors and masters students.

A maximum of nine (9) graduate credits may be substituted for nine (9) undergraduate credits depending on individualized transcripts and advisement.

*After completing a required Learning Module, students take the graduate course “Current Issues in Professional Nursing” (NUR 5100) in lieu of the undergraduate course “Humanistic Nursing Concepts for Professional Practice” (NUR 2490 RN).

The graduate ethics course “Advanced Medical Ethics” (ETH 5050) will be offered to students in place of an undergraduate Theology or Philosophy Ethics Course.

Nursing Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 2490</td>
<td>RN Humanistic Nursing Concepts for Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3500</td>
<td>RN Health Assessment in the Community</td>
<td>2</td>
</tr>
<tr>
<td>NUR 3510</td>
<td>RN Integrative Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3520</td>
<td>RN Culture of Health in Chronic Illness</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3530</td>
<td>RN Public Health Issues in World Health</td>
<td>5</td>
</tr>
<tr>
<td>NUR 4960</td>
<td>RN Leadership/Management</td>
<td>5</td>
</tr>
<tr>
<td>NUR 3890</td>
<td>Nursing Research for Evidence-Based Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Progression Requirements
A 3.0 GPA is required for the Dual Degree students. Should a student’s GPA fall below 3.0, the student will be put on probation for one semester. Should the student not achieve the required 3.0 in the subsequent semester the student will be asked to change into the RN Degree Completion Program.
Welcome to the School of Arts and Sciences!

This is an incredibly exciting time for the liberal arts at Molloy College. Founded in 2018, the School of Arts and Sciences combines the three former divisions of humanities, social sciences, and natural sciences. We enroll nearly 1,000 students in two dozen undergraduate and graduate academic degrees and programs across the arts and sciences. While most of our academic programs reside on the Rockville Center campus, some programs and centers exist at other locations, including the nationally-recognized CAP21 @Molloy College Theater Arts program, located at 50 Broadway in Manhattan, and the Center for Environmental Research and Costal Oceans Monitoring (CERCOM), a marine science laboratory, located at the West Sayville Boat Basin. In addition to our students in bachelor’s and master’s degree programs, we serve the entire College through hundreds of General Education courses that place the value of liberal arts learning at the center of all we do.

As Founding Dean, my commitment to our students in the School of Arts and Sciences is to equip them with the critical skills vital to both the liberal arts and a successful pursuit of careers – disciplined thinking, judgment, cogency, an understanding of value systems and personal ethical commitment, writing, speaking, critical analysis, a collaborative work ethic. All of these skills must be understood in the context of the Molloy College Mission – rooted in the Dominican tradition of study, spirituality, service and community – that commits us to providing transformative education built on development of the whole person, and people everywhere.

Our graduates find success in the world because we provide them with transferrable skills and an education responsive to a changing career environment. But our graduates want more than jobs or careers: they seek meaningful work that is measured as much by the extent to which they help others succeed as they themselves attain it.

We pride ourselves on a demanding but transformational curriculum, a student-center learning environment nourished with scholarly and creative activity, faculty who are experts in their field, and exposure via experiential learning to vibrant communities we expect you will become members of and serve.

So once again, welcome to the community of Arts and Sciences! It is a place where you will thrive and grow into the career-ready professional we want you to become. Here’s to your future – it begins now.

Christopher Malone, Ph.D.
Founding Dean
ART—B.F.A.

New York State Registered Program Code: 07453
HEGIS Code: 1002.00 {Art [Painting, Drawing, Sculpture]}

Molloy Program of Study Code: ARTBF

**Program Learning Outcomes**

Students will be able to:

- Embody individual creativity and advanced artistic proficiency in a variety of two and three dimensional media.
- Possess an understanding of Art History from Prehistoric to contemporary times for both Western and Non-Western cultures.
- Be critical thinkers in the analysis and discussion of their own as well as others’ artistic initiatives.
- Pursue gainful employment through the utilization of advanced artistic knowledge and tactile visual skills.
- Have a knowledge of the New York’s arts community of museums, galleries and agencies as possible employment opportunities.
- Utilize personal artistic inspiration reflective of an intellectual, conceptual and psychological foundation.
- Recognize the power of personal artistic expression as a means for civic engagement and social justice.
- Have an awareness of and receptivity to the use of current digital media as a means of artistic expression.

**ART EDUCATION PROGRAM OF STUDY**

For the Visual Arts Education Pre-K-12 program requirements, refer to “Art Education Program of Study” in the “School of Education and Human Services” section of the catalog.

**Programs for Art Majors**

The Art Department at Molloy College is home to two academic programs: B.F.A. in Studio Art with a concentration in digital art, graphic design, painting, drawing, illustration photography, ceramics, sculpture, art therapy or art history and a B.S. in Visual Art Education. The faculty strive to foster a sense of intellectual and creative exchange between the two disciplines.

The Art Department has studios for painting, drawing, printmaking, sculpture, ceramics, sculpture, art therapy or art history and a B.S. in Visual Art Education. The faculty strive to foster a sense of intellectual and creative exchange between the two disciplines.

The Art Department reserves the right to choose, photograph and retain part of a student’s work from each studio course for exhibition or publication at the College.

All B.F.A. Art program students will be required to complete an internship, either on- or off-campus with a museum, gallery, graphic design studio or other arts organization. Internships provide valuable experiential learning outside of the classroom that enhances a student’s education and opportunities for success.

**FACILITIES**

The Art Department has studios for painting, drawing, printmaking, sculpture, ceramics and a state-of-the-art MAC Lab for digital photography and computer graphics. In addition, the Molloy College Art Gallery has a varied gallery schedule and holds student art exhibitions every year.

**GENERAL EDUCATION REQUIREMENTS**

The following Art courses fulfill the General Education requirement: ART 1350, 1360, 1710, 2200, 2220, 2240, 2250, 2280, 2290, 2320, 2330, 2340, 2360, 2400, 2410, 2480, 2700, 2900H.

**ACADEMIC AND PROGRESSION REQUIREMENTS**

At the end of the sophomore year, art majors will submit a self-evaluation and portfolio for an Art Faculty review.

The Art Department reserves the right to choose, photograph and retain part of a student’s work from each studio course for exhibition or publication at the College.

**INTERDISCIPLINARY STUDIES**

Courses for an interdisciplinary studies concentration in art must be selected in consultation with the Chairperson of the Art Department. Students are required to take a minimum of 21 credits in art, and a minimum of 12 of those credits must be taken at Molloy College.

**MINORS**

The Art Department offers minors in Art History, Art Therapy, Studio Art, Gallery/Museum Studies, Graphic Design, Photography and Digital Art. Minor requirements are described in the section of the catalog on Minors.

** Courses of study **
• Embody the ethical use and respect for the artistic property of others, especially in reference to digital appropriation of imagery.

Credits

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE

<table>
<thead>
<tr>
<th>Notes</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Fine Arts (1 out of 2 disciplines) (3 credits): MUS History/COM Speech</td>
<td>3</td>
</tr>
<tr>
<td>English, Languages and Literature (1 discipline) (3 credits): ENG 1100; (See Related Requirements for the Languages and Languages/Literature requirements)</td>
<td>3</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC</td>
<td>9</td>
</tr>
<tr>
<td>Math and Science (1 of each discipline) (6 credits): MAT; and Science course</td>
<td>6</td>
</tr>
</tbody>
</table>

**Major Requirements** (54 credits):

<table>
<thead>
<tr>
<th>Notes</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1010 Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 1020 Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1110 Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1350 History of Western Art I: Prehistoric to Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ART 1360 History of Western Art II: Renaissance to Modernism</td>
<td>3</td>
</tr>
<tr>
<td>NOTE: Honors Program students take ART 2900 (HONORS) in place of ART 1350 only</td>
<td>--</td>
</tr>
<tr>
<td>ART 2140 Color Theory-Advanced Design</td>
<td>3</td>
</tr>
<tr>
<td>Complete one 3-Dimensional Studio course* (3 credits):</td>
<td>3</td>
</tr>
<tr>
<td>ART 1030 Three-Dimensional Design</td>
<td>*</td>
</tr>
</tbody>
</table>
ART 1200 Ceramics  
ART 2080 Sculpture  
Complete one Painting course**, either: 3  
ART 1300 Fundamentals of Painting  
ART 1330 Abstract Painting and Construction  
ART 2310 Watercolor Painting  
ART 1570 Digital Photography I  
ART 2280 Modern Art  
Complete either*** ART 2290 or ART 2410 (3 credits): 3  
ART 2290 Asian Art  
ART 2410 Art History of Non-European Cultures  
ART 2330 Contemporary Art  
ART 4900 Senior Thesis Project† 3  

Complete the following (15 credits):  
One Digital Art course 3  
Three Concentration Art courses (Under consultation with advisor) 9  
One Internship course (ART 4600, 4610, 4620 or 4630) 3

Related Requirements (6 credits):  
Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses 3  
Take 3 additional credits in a second Language or a Literature: 3  
Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses ****  
Literature: Refer to the General Education Section of the Catalog for appropriate courses ****  

Electives: 33 Elective credits are required. The Liberal Arts and Science (LAS) requirement is met for a BFA degree. FST 1000 counts towards required Electives. 33  
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 35, because the following Major requirement will also satisfy the General Education requirement: ART 1360. The Languages and Languages/Literature requirements are met as 6 credits of Related Requirements.

†Art 4900 must be taken in Spring semester of senior year. Seniors who anticipate graduating in January must arrange to take it the previous year.

‡For concentrations: Students interested in a particular career in art should consult with their advisors before choosing their concentrations.

---

**Biology, Chemistry and Environmental Studies**

Kellenberg Hall, K-302  
516.323.3400

Christopher Massone, Chairperson

Professors Emeriti: Grace D. Matzen, S. M. Leo Francis Monaghan, O.P., Violet M. Morley

Professors: Jodi Evans, Pamela M. Monaco, Maureen M. Sanz, John T. Tanacredi, Anthony J. Tolvo, John H. Winter

Associate Professors: Saihan Borghjид, Noelle Cutter, Mary Kusenda, Christopher Massone

Assistant Professors: Sunil Kumar, Li Li

Instructor: Michael Marino

Adjunct Assistant Professors: Thushara Abeyweera, Gregory Buzzell, Richard Denton, Nasreen Dharsee, Andrew Fine, Roger Gennari, James Prego, Melinda Stoski, Forough Trop, Steven Waldow, Yu Zhang, Michael Zheng

Adjunct Instructors: Pasquale Alessi, Emily Anschlowar, Irene Bosser, Donna Cempa-Danziger, Jeneth Dela Cruz, Stephen Della Croce, John Katsigeorgis, Janine Masotti, S. Ann Melber, C. Vincent Pane, Robert Porter, Sabyasachi Rath, Jessica Tagliarino, Jeanette Vitale

**PURPOSE**

The Biology, Chemistry and Environmental Studies Department provides access to general education science requirements for the non-science student and provides the science curriculum for five major programs in Biology and in two major programs in Earth and Environmental Studies. The professional standard of the science faculty serves as a model that students emulate and anticipate as members of the scientific community. To enable the distribution of quality science education, the Department and its curricular activities are rooted in the following directives:

- Encourage an appreciation for the classical approaches of scientific inquiry while implementing contemporary methodologies and techniques in the lecture and laboratory settings.
- Provide learning opportunities that encourage diversity of opinion, critical thinking and personal creativity in the service of scientific truth finding.
- Exercise the basic scientific principle that the study of similarities and differences among nonliving things and living organisms facilitates a better understanding of our relationship with the universe.
- Provide evidence that human decisions and activities have had a profound effect on the diversity of species, the environment and evolution of the planet.
BIOLOGY FACILITIES

The Department has teaching laboratories for course work in General Biology, Anatomy and Physiology, Embryology, Genetics, Comparative Anatomy, Cell Biology and Microbiology. Advanced research laboratories enable protocols for molecular biology and cell tissue culture. These facilities also support student and faculty research, supporting the integration of laboratory experiences that utilize multiple methodologies, including recombinant DNA technology, cell hybridization, electrophoresis, inflorescence microscopy and immunochemistry.

CERCOM (Center for Environmental Research and Coastal Oceans Monitoring) is located at the historic Blue Points Oyster Hatchery in West Sayville, CERCOM is a science research center and field station on the Great South Bay. CERCOM is committed to advancing knowledge and developing solutions to environmental problems in coastal ecosystems through a network of group-cooperative monitoring activities, captive breeding programs and research.

In partnership with monitoring networks at the federal, state, local and international levels, CERCOM provides the baseline data necessary to implement ecosystem-based management (EBM) recommendations. These recommendations assure the long-term health of estuarine environments on Long Island and focus attention on the ecosystem health of estuarine environments worldwide.
CHEMISTRY AND PHYSICS FACILITIES

The Department has two large teaching laboratories for work in Inorganic, Organic and Analytical Chemistry. A common instrumentation room services both Chemistry and Earth and Environmental Studies for infrared spectrophotometry, ICP spectrophotometry, gas chromatography and other high tech data analyses. One large combination teaching laboratory and lecture room accommodates the needs of General Physics and Earth Science. An attached microscopy room and darkroom are available for general use.

The undergraduate laboratory experience in all the sciences is augmented by internships and field experiences with off-campus institutions.

GENERAL EDUCATION REQUIREMENTS

The following Biology, Chemistry, Physics and Earth/Environmental Science courses fulfill the science requirement: BIO 1100, 1120, 1200, 1260, 1500, 1510, 2320, CHE 1030, 1100, 1120, 1130, 1320, ENV 1010, 1400, ESC 1150, 1250, 1270, 1300, PHY 1600, 1880, 2700. The three-credit option in Science/Math may be any other course for which prerequisites are satisfied. Education majors must take lab science courses for the general education requirements.

GENERAL PREREQUISITES

Reading Score of 26 or higher on the EBRW section of the SAT Exam or a 20 on the Reading section of the ACT Exam is required for students who register for BIO 1200, 1210, 1260, 1270, 2450; CHE 1120, 1320, 1330 as well as, the College Admissions requirements of high school biology, chemistry, physics and mathematics.

Mathematics SAT Exam score of 490 or better is required for students who register for BIO 1260, 1270, CHE 1320, 1330, PHY 2700, or 2710. The completion of BIO 1100, 1120, 1200 or 1260 is required for all other biology courses.

Prerequisites are also noted on each course.

DEPARTMENTAL HONORS

The Biology, Chemistry and Environmental Studies Department can award Departmental Honors in each of the three major programs. Criteria for this award include the following: achieving a 3.5 GPA in Biology courses by Spring of junior year.

INTERDISCIPLINARY STUDIES

Concentrations for the Interdisciplinary Studies majors are offered in Biology, Earth Science, Environmental Studies and Physical Science.

• Biology: BIO 1200/1210 or BIO 1260/1270, BIO 2450, and nine credits including 6 at the 2000+ level
• Earth Science: ESC 1150, 1250, 1270, 1300, and nine additional ESC credits
• Environmental Studies: ENV 1010, 1400, BIO 1500, ESC 1250, GEO 2000, ENV 2130, ENV 2140
• Physical Science: CHE 1320, 1330, ESC 1250, PHY 2700, 2710, and three additional ENV or ESC credits

INTERNSHIPS/FIELD EXPERIENCE

The Biology, Chemistry and Environmental Studies Department of Molloy College believes that Field Experience and Internships play a vital role in the preparation of students for a variety of careers. A Field Experience/Internship experience should be mutually beneficial to the student, the internship/field experience site and the academic department.

As part of the Biology and Earth and Environmental Studies major, all students must complete at least one semester of an off-campus internship. An internship makes the classroom’s abstract theories and learned examples concrete by placing you in a real life work situation performing actual professional tasks. Students have the opportunity to perform their internship at Molloy College’s field station, CERCOM (Center for Environmental Research and Coastal Oceans Monitoring).

Below is a brief introduction intended to acquaint participants with the goals of an Internship/Field Experience, as well as detail the requirements and responsibilities inherent in the program.

Program Goals:

• To provide the students with a quality on-the-job experience, which facilitates the application of theory and skills learned in the classroom to work-related agenda.
• To provide the students with a quality experience that enables the acquisition of new understanding, ideas and skills that cannot be achieved in the classroom.
• To provide an opportunity for the students to examine the nature and functioning of an agency, organization or business.
• To provide an experience that develops the students’ appreciation of professional work standards and practices.
• To facilitate student preparation for professional work in a chosen field.

Student Intern Responsibilities:

• To learn and perform tasks required by site supervisor in a professional and responsible manner.
• To intern a minimum of 120 hours during a given semester (At least 10 hours per week for 12 weeks of a semester or any combination that equals 120 hours during a summer term. Exact hours per day and week may be negotiated. Final exam week is not included. Attendance and punctuality are important assessment components of the internship program.)
• To follow the Internship/Field Experience agency’s rules and regulations.
• To maintain a daily reflective journal of internship activities. The journal is a tool designed to help the intern think things through, and should not be used merely to record events of the day. This log should be delivered or mailed to the faculty coordinator at appointed times throughout the internship.
• To meet with the faculty coordinator on appointed dates and times.
• To complete a mid-semester internship/field experience progress report and a final internship/field experience evaluation report.

An internship/field experience is a commitment to a particular organization and should be honored. If, however, due to some unforeseen circumstance, the student must withdraw from the internship/field experience, the student must first contact the Chairperson of the department. Then the student must talk with the agency supervisor. The agency should be given one week's notice before withdrawal. Students may not change internships during
the course of the semester without approval of the chairperson of
the department. Students who receive an grade of Incomplete (I)
for the Internship/Field Experience course will not be eligible for
Dean’s List for that semester.

MINORS

The Biology, Chemistry and Earth and Environmental Studies
Department offers minors in Chemistry, Earth Science,
Environmental Studies and Physical Science. Minor requirements
are described in the section of the catalog on Minors.

Biology majors doing the Pre-Professional Medical Programs track
or the General Biological Sciences track will also be considered
Chemistry minors. Students in the Pre-Allied Medical Programs
can take CHE 2000 and CHE 210 as electives and have the courses
also count towards the minor. The courses that fulfill the Chemistry
minor requirement require a “C” or better. Half of the minor
requirement courses must be earned at Molloy for the residency
requirement. The minor will be only noted on the student’s
transcript when the student is awarded their degree, according
to Molloy’s academic policies. Students minoring in Chemistry
may not also minor in Physical Science. Courses with grades of less
than a “C” grade will not be acceptable for the Chemistry minor.
Students may opt not to have the minor posted at graduation on
the transcript by notifying the Registrar’s Office.

BIOLOGY AND EARTH SCIENCE EDUCATION PROGRAMS
OF STUDY

For the Childhood Education 1-6/Early Childhood Birth-2,
Childhood Education/Special Education, Five Year Combined
Degree Childhood Education/Special Education, Five Year
Combined Degree Childhood/TESOL, Adolescence Education,
Adolescence Education/Special Education, Five Year Combined
Degree Adolescence/Special Education, Five Year Combined
Degree Adolescence Education/TESOL or the Adolescence
Earth Science program requirements, refer to “Biology
and Earth Science Education Program of Study” in the “School
of Education and Human Services” section of the catalog.

Programs for Biology Majors

For the Biology—B.S. degree, students entering the college will
need to select one of the following tracks. Students changing their
majors to Biology or readmitting into the program will also need to
indicate a track.

Pre-Professional Medical Programs/Graduate Studies:
Intended for students seeking admission to medical, dental
veterinary school or a graduate biology program.

Pre-Allied Medical Programs: Intended for students seeking
admission into physician assistant, physical therapy or occupational
therapy graduate programs.

General Biological Sciences Major Requirements: A course of
study for a strong biology background.

BIOLOGY (GENERAL)—B.S.
New York State Registered Program Code: 07448
HEGIS Code: 401.00 (Biology, General)
Molloy Program of Study Code: BIGBS

Program Learning Outcomes
Students will be able to:

• Understand and adhere to the code of ethics within
the scientific community demonstrating the capacity
to objectively relate scientific evidence and relevant
contemporary issues as they ethically, politically and
personally inform life-decisions.

• Show evidence of critical thinking, application of the
scientific method and the ability to accurately evaluate
and discuss scientific knowledge in both written and
oral presentation formats.

• Demonstrate laboratory skills befitting the student’s
exposure to a variety of laboratory protocols.

• Demonstrate an ability to present investigated results
in appropriate scientific style and support or defend
final data analysis.

• Search, critically review and evaluate scientific research.

• Understand and adhere to the code of ethics within
the scientific community demonstrating the capacity
to objectively relate scientific evidence and relevant
contemporary issues as they ethically, politically and
personally inform life-decisions.

Credits

General Education Requirements: Acceptable
courses listed under General Education
Requirements — (38 credits needed) See
NOTE

Arts and Fine Arts (2 out of 3 disciplines) (6
credits): ART History/MUS History/COM
Speech

English, Languages and Literature (1 of each
discipline) (9 credits): ENG 1100; Languages;
and Languages/Literature

Social and Behavioral Sciences (3 out of 4
disciplines) (9 credits): HIS/POL; PSY; and
SOC

Philosophy, Theology/Religious Studies and Ethics
(1 of each discipline) (9 credits): PHI; TRS; and
ETH

Physical Education (1 credit): PED

Core Course (4 credits): COR

Major Requirements (41 credits):

BIO 1260 General Biology I† 4
BIO 1270 General Biology II 4
BIO 2220 Intermediate Physiology 3
BIO 2420 Genetics 4
BIO 2450 Microbiology 4
BIO 2570 Scientific Research Techniques 2
BIO 4600 Field Experience in Biology I 3
BIO 4610 Field Experience in Biology II 3
BIO 4900 Biology Seminar 2

Complete 12 additional BIO 2000/3000-level
credits (BIO 4810/4910 may be substituted
with Chairperson permission) 12

Related Requirements (33 credits):

CHE 1320 Inorganic Chemistry I† 4
CHE 1330 Inorganic Chemistry II 5
CHE 2000 Organic Chemistry I 4
CHE 2010 Organic Chemistry II 5
MAT 1150A Elementary Statistics 3
MAT 2210 Calculus I 4
PHY 2700 General Physics I 4
PHY 2710 General Physics II 4

_Electives:_ No Elective credits need to be Liberal Arts and Sciences (LAS) for a B.S. degree. **FST 1000** counts towards required Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers, credit variations as needed, under consultation with advisor.)

_Total:_ 16

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the requirement: BIO 1260, MAT 2210.

†BIO 1260 and CHE 1320 must be taken at the same time by all first year biology majors (BS/BS 7-12).

**BIOLOGY (PREADALLIED MEDICAL PROGRAMS) — B.S.**

New York State Registered Program Code: 07448
HEGIS Code: 401.00 (Biology, General)
Molloy Program of Study Code: BIABS

**Program Learning Outcomes**

Students will be able to:

• Show evidence of critical thinking, application of the scientific method and the ability to accurately evaluate and discuss scientific knowledge in both written and oral presentation formats.

• Demonstrate laboratory skills befitting the student’s exposure to a variety of laboratory protocols.

• Demonstrate an ability to present investigated results in appropriate scientific style and support or defend final data analysis.

• Search, critically review and evaluate scientific research.

• Understand and adhere to the code of ethics within the scientific community demonstrating the capacity to objectively relate scientific evidence and relevant contemporary issues as they ethically, politically and personally inform life-decisions.

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE

_Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech_ 6

_English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature_ 9

_Social and Behavioral Sciences (1 out of 2 disciplines) (3 credits): HIS/POL_ 3

**Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH** 9

**Physical Education (1 credit): PED** 1

**Core Course (4 credits): COR** 4

**Major Requirements (43 credits):**

BIO 1200 Anatomy and Physiology I 4
BIO 1210 Anatomy and Physiology II 4
BIO 1260 General Biology I † 4
BIO 1270 General Biology II 4
BIO 2420 Genetics 4
BIO 2450 Microbiology 4
BIO 2570 Scientific Research Techniques 2
BIO 4600 Field Experience in Biology I 3
BIO 4900 Biology Seminar 2

Complete 12 additional BIO 2000/3000-level credits (BIO 4610/4810 and BIO 4800/4910 may be substituted with Chairperson permission) 12

**Related Requirements (33 credits):**

CHE 1320 Inorganic Chemistry † 4
CHE 1330 Inorganic Chemistry II 5
MAT 1150A Elementary Statistics 3
MAT 2210 Calculus I 4
PHY 2700 General Physics I 4
PHY 2710 General Physics II 4
PSY 1110 General Psychology 3
PSY 2040 Developmental Psychology 3
SOC 1010 Introduction to Sociology (or SOC 2900H for Honors Program) 3

**Electives:** No Elective credits need to be Liberal Arts and Sciences (LAS) for a B.S. degree. **FST 1000** counts towards required Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers, credit variations as needed, under consultation with advisor.)

_Total:_ 20

**NOTE:** The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the requirement: BIO 1260, MAT 2210, PSY 1110, SOC 1010.

For this track, students wanting a Chemistry Minor must request it with a Change of Major submission and complete additional CHE credits beyond the Related Requirements for Preallied Medical Programs.

†BIO 1260 and CHE 1320 must be taken at the same time by all first year biology majors (BS/BS 7-12).
BIOLOGY (PREPROFESSIONAL MEDICAL/GRADUATE STUDIES)—B.S.
New York State Registered Program Code: 07448
HEGIS Code: 401.00 (Biology, General)
Molloy Program of Study Code: BIMBS

Program Learning Outcomes
Students will be able to:
• Show evidence of critical thinking, application of the scientific method and the ability to accurately evaluate and discuss scientific knowledge in both written and oral presentation formats.
• Demonstrate laboratory skills befitting the student’s exposure to a variety of laboratory protocols.
• Demonstrate an ability to present investigated results in appropriate scientific style and support or defend final data analysis.
• Search, critically review and evaluate scientific research.
• Understand and adhere to the code of ethics within the scientific community demonstrating the capacity to objectively relate scientific evidence and relevant contemporary issues as they ethically, politically and personally inform life-decisions.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE

Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech 6

English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature 9

Social and Behavioral Sciences (1 out of 2 disciplines) (3 credits): HIS/POL 3

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH 9

Physical Education (1 credit): PED 1

Core Course (4 credits): COR 4

Major Requirements (39-40 credits):

BIO 1260 General Biology † 4
BIO 1270 General Biology II 4
BIO 2220 Intermediate Physiology 3
BIO 2420 Genetics 4
BIO 2450 Microbiology 4
BIO 2570 Scientific Research Techniques 2
BIO 4600 Field Experience in Biology I 3
BIO 4800 Research in Biology I 3
BIO 4900 Biology Seminar 2
BIO 4910 Research Thesis 2

Complete 8-9 additional BIO 3000-level credits (BIO 4610/4810 may be substituted with Chairperson permission) 8-9

Related Requirements (43 credits):

CHE 1320 Inorganic Chemistry †† 4
CHE 1330 Inorganic Chemistry II 5
CHE 2000 Organic Chemistry I 4
CHE 2010 Organic Chemistry II 5
CHE 3200 Biochemistry 4
MAT 1150A Elementary Statistics 3
MAT 2210 Calculus I 4
PHY 2700 General Physics I 4
PHY 2710 General Physics II 4
PSY 1110 General Psychology 3
SOC 1010 Introduction to Sociology (or SOC 2900H for Honors Program) 3

Electives: No Elective credits need to be
Liberal Arts and Sciences (LAS) for a B.S. degree. FST 1000 counts towards required Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers, credit variations as needed, under consultation with advisor.) 13-14

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the requirement: BIO 1260, MAT 2210, PSY 1110, SOC 1010. †BIO 1260 and CHE 1320 must be taken at the same time by all first year biology majors (BS/BS 7-12).

Programs for the Earth and Environmental Studies Majors

EARTH AND ENVIRONMENTAL STUDIES (EARTH SCIENCE)—B.S.
New York State Registered Program Code: 21514
HEGIS Code: 420.00 (Ecology)
Molloy Program of Study Code: EEEBS

Program Learning Outcomes
Students will be able to:
• Show evidence of critical thinking, application of the scientific method and the ability to accurately evaluate and discuss scientific knowledge in both written and oral presentation formats.
• Demonstrate laboratory skills befitting the student’s exposure to a variety of laboratory protocols.
• Demonstrate an ability to present investigated results in appropriate scientific style and support or defend final data analysis.
• Search, critically review and evaluate scientific research.
• Understand and adhere to the code of ethics within
the scientific community demonstrating the capacity to objectively relate scientific evidence and relevant contemporary issues as they ethically, politically and personally inform life-decisions.

• Demonstrate proficiency in field data collection, reporting and analysis resulting from the use of technological and field equipment. This may include the use of equipment at the CERCOM Field station of Molloy College.

• Understand state-of-the-art analytical tools and their application to a broad based spectrum of physical and biological sciences. Data compiled for these analyses would mostly be generated at the CERCOM Field Station of Molloy College.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

| Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech | 6 |
| English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature | 9 |
| Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC | 9 |
| Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH | 9 |
| Physical Education (1 credit): PED | 1 |
| Core Course (4 credits): COR | 4 |

Major Requirements (51-52 credits):

| BIO 1260 General Biology I | 4 |
| BIO 1500 Ecology | 3 |
| CHE 1320 Inorganic Chemistry I | 4 |
| CHE 1330 Inorganic Chemistry II | 5 |
| ESC 1150 Astronomy | 3 |
| ESC 1250 Planet Earth | 3 |
| ESC 1270 Rocks and Minerals | 3 |
| ESC 1300 Earth’s History | 3 |
| ESC 4600/ENV 4600 Internship | 3 |
| ESC 4900/ENV 4900 Earth/Environmental Science Seminar | 2 |
| GEO 2000 Introduction to Geography | 3 |
| MAT 1150A Elementary Statistics | 3 |
| Complete either**MAT 1180 or 2210: | 3-4 |
| MAT 1180 Pre-Calculus | * |
| MAT 2210 Calculus I | *
| Complete three (3) courses** (9 credits): | 9 |
| ESC 2310 Shaping the Earth | ** |

Related Requirements (9 credits):

| ESC 2330 Water Planet | ** |
| ESC 2350 Geology of New York | ** |
| ESC 2390 Earth’s Atmosphere | ** |
| ESC 3750 GIS/GPS and the Earth | ** |

Electives: No Elective credits need be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 1000 counts towards required Electives. Adjust Electives for variations in Major Requirements.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor. Must also adjust for credit variations.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: BIO 1260 and MAT 1150A.

EARTH AND ENVIRONMENTAL STUDIES (ENVIRONMENTAL STUDIES)—B.S.

New York State Registered Program Code: 21514
HEGIS Code: 420.00 (Ecology)
Molloy Program of Study Code: EEVBS

Program Learning Outcomes

Students will be able to:

• Show evidence of critical thinking, application of the scientific method and the ability to accurately evaluate and discuss scientific knowledge in both written and oral presentation formats.

• Demonstrate laboratory skills befitting the student’s exposure to a variety of laboratory protocols.

• Demonstrate an ability to present investigated results in appropriate scientific style and support or defend final data analysis.

• Search, critically review and evaluate scientific research.

• Understand and adhere to the code of ethics within the scientific community demonstrating the capacity to objectively relate scientific evidence and relevant contemporary issues as they ethically, politically and personally inform life-decisions.

• Demonstrate proficiency in field data collection, reporting and analysis resulting from the use of technological and field equipment. This may include the use of equipment at the CERCOM Field station of Molloy College.

• Understand state-of-the-art analytical tools and their application to a broad based spectrum of physical and biological sciences. Data compiled for these analyses would mostly be generated at the CERCOM Field Station of Molloy College.
Credits

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

- **Arts and Fine Arts (2 out of 3 disciplines) (6 credits):** ART History/MUS History/COM Speech 6
- **English and Languages (1 of each discipline) (9 credits):** ENG 1100; Languages; and Languages/Literature 9
- **Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):** HIS/POL/PSY/SOC 9
- **Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):** PHI; TRS; and ETH 9
- **Physical Education (1 credit):** PED 1
- **Core Course (4 credits):** COR 4

**Major Requirements** (59-61 credits):

- BIO 1260 General Biology I 4
- BIO 1270 General Biology II 4
- BIO 1500 Ecology 3
- CHE 1320 Inorganic Chemistry I 4
- CHE 1330 Inorganic Chemistry II 5
- CHE 2000 Organic Chemistry I 4
- ENV 1010 Introduction to Environmental Issues 3
- ENV 2130 Air Pollution 3
- ENV 2140 Water Pollution 3
- ESC 1250 Planet Earth 3
- ESC 4600/ENV 4600 Internship 3
- ESC 4900/ENV 4900 Earth/Environmental Science Seminar 2
- GEO 2000 Introduction to Geography 3
- MAT 1150A Elementary Statistics 3
- **Complete either MAT 1180 or 2210:** 3-4
- **MAT 1180 Pre-Calculus:**
- **MAT 2210 Calculus I:** *
- **Complete either PHY 1600 or 2700:** 3-4
- **PHY 1600 Physics for Health Sciences:** **
- **PHY 2700 General Physics I:** **

**Related Requirements** (12 credits):

- Science Electives - BIO, CHE, ESC, PHY (Under consultation with advisor) 12

**Electives:** No Elective credits need be Liberal Arts and Sciences (LAS) for a B.S. degree. **FST 1000** counts towards required Electives. Adjust Electives for variations in Major Requirements. 19-20

---

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: BIO 1260 and MAT 1150A.

**Total:** 128

---

**Communications**

Wilbur Arts Center, W-114
516.323.3240

**Janice Kelly, Chairperson**

**Professors:** Janice Kelly, E. Deidre Pribram

**Associate Professor:** Brian Cogan

**Instructor:** Thomas Kenny

**Adjunct Assistant Professor:** Jean Devlin

**Adjunct Instructors:** Karen Beck, Brendan Caputo, Nicole Clarity, Janet Douglas-Pryce, Jacqueline Hansen, Christian Holland, Lynn Kennedy, Joanne Marlin, Arlene Peltola, Nicole Stevens, Beryl R. Williams

**FACILITIES**

A high definition television studio and control room with state-of-the-art production equipment. Communications classroom/lab with 24 Mac computers for video editing and creating media content. Field equipment includes high definition cameras, tripods, lighting and audio gear.

**GENERAL EDUCATION REQUIREMENT**

As part of Molloy’s liberal arts general education curriculum, the study of communications serves to personally enrich students and prepare them to achieve their professional goals by enhancing their oral communication skills.

The following courses fulfill the 3-credit general education requirement for speech communications: COM 1100, 1170, 1200, COM 1220/THA2500, 2100, 2110, 2130, 2620, 3130, 3560.

**INTERDISCIPLINARY STUDIES**

Courses for an interdisciplinary studies concentration in communications must be selected in consultation with the Chairperson of the Communications Department. Students are required to take a minimum of 21 credits in communications, and a minimum of nine of those credits must be taken at Molloy College.

Media: COM 2560, COM 2610, COM 2620, COM 3550 and COM 3560, plus two additional 2000-level or higher COM courses in consultation with an advisor.

Professional Communication: COM 2550, COM 2590, COM 3130 and COM 3150, plus three additional 2000-level or higher COM courses in consultation with an advisor.
MINORS

The Communications Department offers minors in Film, Television and Drama (formerly the Media Minor), Professional Communication and Journalism. Minor requirements are described in the section of the catalog on Minors.

COMMUNICATIONS EDUCATION PROGRAM OF STUDY

For the Childhood Education 1-6/Early Childhood Birth-2 program requirements, refer to “Communications Education Program of Study” in the “School of Education and Human Services” section of the catalog.

Programs for Communications Majors

The Communications Department offers a B.A. in Communications, with a concentration in either Media or Professional Communications. There is also a B.S. in Childhood Education with Communications or Childhood/Early Childhood Education with Communications, which specialize in web communications.

For the Communications elective courses, advisors assist students into courses relevant to the individual student’s goals and career plans.

The Media concentration is designed for those who wish to pursue careers in television, film, broadcast journalism, or those who plan on graduate studies in film and television studies, cultural studies, media production or media management.

The concentration in Professional Communications is ideal for those interested in graduate study or careers in public relations, human resources, conflict resolution, events planning, management or administration in any industry or field and for the development of effective communication skills in any organizational or professional setting.

Communications is an excellent area to consider for a double major or a major/minor combination. Almost any discipline makes a good match with Communications. Some of the most popular include Communications combined with: English, Psychology, Sociology, Business, Art, Modern Languages, Social Work and Criminal Justice.

COMMUNICATIONS (MEDIA)—B.A.

New York State Registered Program Code: 07461
HEGIS Code: 601.00 {Communications, General}
Molloy Program of Study Code: CONBA

Program Learning Outcomes

Students will be able to:
• Develop necessary competence and knowledge required of media and professional industries.
• Demonstrate critical reading and critical thinking skills in both reading and writing print and digital materials (research and analytics).
• Do scholarly research at an advanced level. To analyze the findings resulting from the methodology.
• Integrate methodological findings and theoretical research into a clear, coherent discussion.
• Apply communication skills in a variety of practical and professional contexts.
• Learn how to plan professional projects, develop a research question and prepare a detailed well-structured project outline.

Credits

<table>
<thead>
<tr>
<th>General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History; (also meet Major requirement)</td>
</tr>
<tr>
<td>English, Languages and Literature (1 discipline) (3 credits): ENG 1100; (See Related Requirements for Languages and Languages/Literature)</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC</td>
</tr>
<tr>
<td>Math and Science (1 of each discipline) (6 credits): MAT; and Science course</td>
</tr>
<tr>
<td>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH</td>
</tr>
<tr>
<td>Physical Education (1 credit): PED</td>
</tr>
<tr>
<td>Core Course (4 credits): COR</td>
</tr>
<tr>
<td>Major Requirements (45 credits):</td>
</tr>
<tr>
<td>COM 2300 Scriptwriting for Media</td>
</tr>
<tr>
<td>COM 2520 Television Studio Production</td>
</tr>
<tr>
<td>COM 2560 Field Production</td>
</tr>
<tr>
<td>COM 2600 Research in Communications</td>
</tr>
<tr>
<td>Take either* COM 3330 or COM 3520:</td>
</tr>
<tr>
<td>COM 3330 On Demand Television</td>
</tr>
<tr>
<td>COM 3520 Advanced Field Production</td>
</tr>
<tr>
<td>COM 3540 Foundations of Media Theory</td>
</tr>
<tr>
<td>COM 3550 History of Media</td>
</tr>
<tr>
<td>COM 3560 Film Art</td>
</tr>
<tr>
<td>COM 3600 Understanding Television</td>
</tr>
<tr>
<td>Complete 9 additional credits* of 2000-level or 3000-level COM courses</td>
</tr>
<tr>
<td>COM 4600 Communications Internship</td>
</tr>
<tr>
<td>COM 4900 Communications Seminar I</td>
</tr>
<tr>
<td>COM 4910 Communications Seminar II</td>
</tr>
<tr>
<td>Related Requirements (6 credits):</td>
</tr>
<tr>
<td>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</td>
</tr>
<tr>
<td>Take 3 additional credits in a second Modern Language or a Literature:</td>
</tr>
<tr>
<td>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</td>
</tr>
</tbody>
</table>
Literature: Refer to the General Education Section of the Catalog for appropriate courses

**

**Electives:** 26 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree.
FST 1000 counts towards required Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 128

†COM/ENG 4610 also fulfill the internship requirement with a substitution.

NOTE: The General Education requirement is 44, and has been adjusted to 35, because one of the following Major requirements will also satisfy the General Education requirement: COM 3560 for the Media Concentration or COM 2100 for the Professional Communications Concentration. The Modern Language and Modern Language/Literature requirements are met as 6 credits of Related Requirements.

**COMMUNICATIONS (PROFESSIONAL COMMUNICATIONS)—B.A.**
New York State Registered Program Code: 07461
HEGIS Code: 601.00 (Communications, General)
Molloy Program of Study Code: COPBA

**Program Learning Outcomes**

Students will be able to:

• Develop necessary competence and knowledge required of media and professional industries.

• Demonstrate critical reading and critical thinking skills in both reading and writing print and digital materials (research and analytics).

• Do scholarly research at an advanced level. To analyze the findings resulting from the methodology.

• Integrate methodological findings and theoretical research into a clear, coherent discussion.

• Apply communication skills in a variety of practical and professional contexts.

• Learn how to plan professional projects, develop a research question and prepare a detailed well-structured project outline.

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE

- Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History
- English, Languages and Literature (1 discipline) (3 credits): ENG 1100; (See Related Requirements for Languages and Languages/Literature)
- Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC
- Math and Science (1 of each discipline) (6 credits): MAT; and Science course
- Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH

**Total:** 128
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Requirements (45 credits):</strong></td>
<td></td>
</tr>
<tr>
<td>COM 2290 Experiences in Corporate Communications</td>
<td>3</td>
</tr>
<tr>
<td>COM 2550 Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 3560 Film Art</td>
<td>3</td>
</tr>
<tr>
<td>Complete either* COM 2551 or COM 3570:</td>
<td>3</td>
</tr>
<tr>
<td>COM 2551 Public Relations Writing</td>
<td>*</td>
</tr>
<tr>
<td>COM 3570 Digital Public Relations Campaigns</td>
<td>*</td>
</tr>
<tr>
<td>COM 2590 Introduction to Advertising</td>
<td>3</td>
</tr>
<tr>
<td>COM 2600 Research in Communications</td>
<td>3</td>
</tr>
<tr>
<td>COM 3130 Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>COM 3150 Organizational Communications</td>
<td>3</td>
</tr>
<tr>
<td>Complete one** from: COM 3510, 3610 or 3640:</td>
<td>3</td>
</tr>
<tr>
<td>COM 3510 Advanced Public Relations **</td>
<td></td>
</tr>
<tr>
<td>COM 3610 Media Management **</td>
<td></td>
</tr>
<tr>
<td>COM 3640 Foundations of Communications Theory</td>
<td></td>
</tr>
<tr>
<td>Complete 9 additional credits*** of 2000-level or 3000-level COM courses</td>
<td>9</td>
</tr>
<tr>
<td>COM 4600 Communications Internship†</td>
<td>3</td>
</tr>
<tr>
<td>COM 4900 Communications Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>COM 4910 Communications Seminar II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Related Requirements (6 credits):</strong></td>
<td></td>
</tr>
<tr>
<td>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</td>
<td>3</td>
</tr>
<tr>
<td>Take 3 additional credits in a second Modern Language or a Literature:</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</td>
<td>*</td>
</tr>
<tr>
<td>Literature: Refer to the General Education Section of the Catalog for appropriate courses</td>
<td>*</td>
</tr>
<tr>
<td><strong>Electives:</strong> 26 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 1000 counts towards required Electives. The LAS Electives needed may be lower depending upon whether options to take COM required courses, such as COM 2551 or COM 3640 are selected. These will reduce the Elective LAS courses needed. (Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</td>
<td>42</td>
</tr>
</tbody>
</table>

**Total:** 128

*COM/ENG 4610 also fulfill the internship requirement with a substitution.

NOTE: The General Education requirement is 44, and has been adjusted to 35, because one of the following Major requirements will also satisfy the General Education requirement: COM 3560 for the Media Concentration or COM 2100 for the Professional Communications Concentration. The Modern Language and Modern Language/Literature requirements are met as 6 credits of Related Requirements.

### Criminal Justice and Legal Studies

Siena Hall, S-101
516.323.3804

**Deniese Kennedy-Kollar, Chairperson**

**John A. Eterno, Associate Dean and Director of Graduate Programs in Criminal Justice**

**Judith Mathers Maloney, Director of Legal Studies / Paralegal Studies**

**Professor:** John A. Eterno

**Associate Professors:** Christine Barrow, Deniese Kennedy-Kollar, Christopher G. Sullivan

**Auxiliary Part-Time Instructor:** James Dean

**Adjunct Assistant Professor:** Theresa C. Tobin, Judith Mathers Maloney

**Adjunct Instructors:** Lindsay A. Curcio, Rocco DeBenedetto, Robert F. Ewald, Kenneth J. Falcon, Lisa Gibbons, John Laffey, Kevin Lowry, Patrick J. Maloney, Robert Matarazzo, Stephen McAllister, John P. McLaughlin, Joseph Monez, Ilkya Mordukhaev, Terence Murphy, Chandra M. Ortiz, Christopher G. Quinn, Casilda Roper-Simpson, Gregg Roth, James Soressi, Joseph L. Vallette, Robert Von Werne, Joy Watson

### INTERDISCIPLINARY STUDIES

Concentrations for the Interdisciplinary Studies majors are offered in Criminal Justice and Legal Studies.

- **Criminal Justice:** CRJ 1010 Foundations of Justice, along with 18 additional credits in consultation with the Departmental Chairperson

- **Legal Studies**: LGL 1030, 2010, 3010, 3020, eight credits from LGL 2020, 2030, 2040, 2050, 3030, 3040 or 4600, three credits from CRJ 2800, 2810, CRJ/SOC 2830, LGL 2070, 2080, 2090, 2100, 2110 or POL 3020.

### MINORS

The Criminal Justice and Legal Studies Department offer minors in Criminal Justice, Forensic Studies and Legal Studies. The Legal Studies minor is for those interested in careers as legal professionals,
attending law school or for those whose career path intersects with the law.

**PRE-LAW**

Students interested in law school may contact the Pre-Law advisor, Judith Mathers Maloney.

**Program for Criminal Justice Majors**

**CRIMINAL JUSTICE—B.S.**

New York State Registered Program Code: 20276  
HEGIS Code: 2105.00 (Police Law Enforcement and Corrections)  
Molloy Program of Study Code: CRJBS

**Program Learning Outcomes**

Students will be able to:

- Identify and analyze the causes and consequences of crime in American society.
- Identify and describe the structure and function of the numerous parts of the American justice system.
- Examine current social trends and issues and analyze the ways in which they shape the law and public policy.
- Express understanding of ethical practice and leadership in the field of criminal justice.
- Use written and oral communication skills to demonstrate knowledge of the field, critical thinking and ability to present information in a professional setting.

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (23 credits needed) See NOTE

- **Arts and Fine Arts (2 out of 3 disciplines) (6 credits):** ART History/MUS History/COM Speech 6
- **English, Languages and Literature (1 of each discipline) (3 credits):** ENG 1100; (See Related Requirements for Languages and Languages/Literature) 3
- **Math and Science (3 credits):** Science course 3
- **Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits):** PHI; TRS 6
- **Physical Education (1 credit):** PED 1
- **Core Course (4 credits):** COR 4

**Major Requirements** (33 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 1010 Foundations of Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 2030 Theories of Crime</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 2800 Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 2810 Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 3500 Critical Issues in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 4600 Criminal Justice Internship I</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 4900 Senior Seminar in Criminal Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Complete 12 additional credits in Criminal Justice or Legal Studies electives (See Chair if LGL 3010 is taken and student is not doing the Legal Studies Minor)** 12

**Related Requirements** (36 credits):

- **Languages:** ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses. SPA/ARA highly recommended 3

- **Take 3 additional credits in a second Languages or a Literature:** 3

- **Languages:** ARA, CHI, ESL, FRE, ITA, SPA (No ASL); SPA/ARA highly recommended. Refer to the General Education Section of the Catalog for appropriate courses *

- **Literature:** Refer to the General Education Section of the Catalog for appropriate courses *

- **Complete either** ETH 2500, ETH 2540, ETH 2900H: 3

- **ETH 2500 Ethics: Theory and Practice**  ****
- **ETH 2540 Ethics, Justice and Society**  ****
- **ETH 2900H (Honors) Ethics and Contemporary Life**  ****

- **Complete one** of the following HIS/POL courses: 3
  - HIS 1110 American Civilization I  ***
  - HIS 1120 American Civilization II  ***
  - POL 1030 American State and Local Government  ***
  - MAT 1150A Elementary Statistics 3
  - POL 1010 American National Government 3
  - POL 3020 American Constitutional Law 3
  - PSY 1110 General Psychology 3

- **Complete one** of the following PSY courses: 3
  - PSY 3260 Abnormal Psychology *
  - PSY 3370 Criminal Profiling *
  - PSY 3390 Forensic Psychology *

- **Complete either** SOC 1010 or SOC 2900: 3
  - SOC 1010 Introductory Sociology ****
  - SOC 2900 (H) Sociological Imagination (Honors Program Students Only) ****

- **Complete one** of the following courses: 3-4
  - PSY/SOC 3000 Basics of Social and Behavioral Research Methods ***
  - PSY 3110 Experimental Psychology WITH Prerequisite: PSY 2130 Statistics for the Behavioral Sciences (Applies towards Electives) ***
Transfer students must take at least half of their major requirements at Molloy College.

**Forensic Track Requirements**

The requirements for this track can be adapted by taking 21 credits of specific courses.

**Criminal Justice Major Requirements:**

Under “Complete 12 additional credits in Criminal Justice or Legal Studies Electives”, select these specific courses for the Forensic Track:

- CRJ 2130 Criminalistics: Introduction to Forensics
- CRJ 2140 Criminal Investigations
- CRJ 2150 Crime Scene Processing
- CRJ 3140 Advanced Investigative Techniques

**Criminal Justice Related Requirements** (9 credits):

Under “Complete one of the following HIS/POL courses (HIS 1110/1120/POL 1030)”, instead take:

- BIO 2320 Biology of Forensics

Under “Complete one of the following PSY courses (PSY 3260/3370/3390)”, instead take:

- CRJ/PSY 3390 Forensic Psychology

**Electives:** Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 1000 counts towards Electives Requirement. Recommended Electives - 6 credits in related social sciences

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 23, because the following Related requirements will also satisfy the requirement: ETH 2500/2540, MAT 1150A, POL 1010, PSY 1110 and SOC 1010. The Languages and Languages/Literature requirements are met as 6 credits of Related Requirements.

Transfer students must take at least half of their major requirements at Molloy College.

**Program for Criminal Justice Dual Degree**

Criminal Justice students enrolled in the Dual Degree Program must complete the required undergraduate coursework necessary for the Bachelor of Arts Degree in Criminal Justice. During their senior year, undergraduate students enrolled in this option will be required to take two (2) criminal justice required core graduate-level courses: CRJ 5010 Modern American Justice and CRJ 5020 Constitutional Law and Legal Issues. These courses will count towards both their undergraduate and graduate degrees. Upon completion of the Bachelor’s degree requirements, students in the BA/MS program must take the remaining three (3) core graduate classes that are required, plus an additional 18 credits of electives. (See the Graduate Catalog for more information on Master Degree requirements.)

**Dual Degree Program Policies:**

The graduate-level courses (CRJ 5010 and CRJ 5020) need to be completed during the senior year with a “B-” or better to continue in the Master’s degree.

If a student does not take the two graduate-level courses, that student must leave the Dual Degree Program and change their major to the Bachelor of Science - Criminal Justice Program.

If a student is allowed to take one graduate-level course (CRJ 5010 or CRJ 5020), the Associate Dean may approve a substitution of one additional undergraduate-level CRJ course to complete the baccalaureate degree. This will allow the student to graduate with a Bachelor’s degree from the Dual Degree Program.

Any dual degree graduate student who does not have both graduate-level courses (CRJ 5010 and CRJ 5020) completed with a “B-” or better as part of the bachelor’s degree, will need to have a records review with the Associate Dean of Criminal Justice. If allowed to continue in the Dual Degree Master’s program, the student will do so subject to immediate completion of CRJ 5010 or CRJ 5020, as soon as the class is offered.

**Retention Policy for BS/MS Program in Criminal Justice:**

All dual degree BS/MS students must maintain a minimum 3.0 GPA in their Criminal Justice courses. In college-wide courses, students should also maintain a 3.0 GPA. Those who fall below a 3.0 overall GPA, but are above a 2.5 overall GPA and maintaining at least a 3.0 GPA in Criminal Justice courses will be reviewed on a case-by-case basis for eligibility to remain in the program by the Associate Dean. Those who fall below 2.5 GPA overall, regardless of their Criminal Justice GPA, will be removed from the BS/MS program and moved to the BS program.

**CRIMINAL JUSTICE—B.S./M.S.**

New York State Registered Program Code: 31634 (Dual BS/MS)
Program Learning Outcomes

Students will be able to:

• Identify and analyze the causes and consequences of crime in American society.
• Identify and describe the structure and function of the numerous parts of the American justice system.
• Examine current social trends and issues and analyze the ways in which they shape the law and public policy.
• Express understanding of ethical practice and leadership in the field of criminal justice.
• Use written and oral communication skills to demonstrate knowledge of the field, critical thinking and ability to present information in a professional setting.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (23 credits needed) See NOTE

Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech

English, Languages and Literature (1 of each discipline) (3 credits): ENG 1100; (See Related Requirements for Languages/Literature)

Math and Science (3 credits): Science course

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits): PHI; TRS

Physical Education (1 credit): PED

Core Course (4 credits): COR

Major Requirements (33 credits):

CRJ 1010 Foundations of Justice
CRJ 2030 Theories of Crime
CRJ 2800 Criminal Law
CRJ 2810 Criminal Procedure
CRJ 3500 Critical Issues in Criminal Justice
CRJ 4600 Criminal Justice Internship I
CRJ 4900 Senior Seminar in Criminal Justice
CRJ 5010 Modern American Justice
CRJ 5020 Constitutional Law and Legal Issues

Complete 6 additional credits in Criminal Justice or Legal Studies electives (See Chair if LGL 3010 is taken and student is not doing the Legal Studies Minor)

Related Requirements (36 credits):

Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses

Take 3 additional credits in a second Modern Language or a Literature:

Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses

Literature: Refer to the General Education Section of the Catalog for appropriate courses

Complete: either ETH 2500, ETH 2540, ETH 2900H: 3
ETH 2500 Ethics: Theory and Practice **
ETH 2540 Ethics, Justice and Society **
ETH 2900H (Honors) Ethics and Contemporary Life **

Complete one** of the following HIS/POL courses: 3
HIS 1110 American Civilization I ***
HIS 1120 American Civilization II ***

POL 1030 American State and Local Government ***

MAT 1150A Elementary Statistics 3
POL 1010 American National Government 3
POL 3020 American Constitutional Law 3
PSY 1110 General Psychology 3

Complete one* of the following PSY courses: 3
PSY 3260 Abnormal Psychology *
PSY 3370 Criminal Profiling *
PSY 3390 Forensic Psychology *

Complete either** SOC 1010 or SOC 2900H: 3
SOC 1010 Introductory Sociology *****
SOC 2900H (H) Sociological Imagination (Honors Program Students Only) *****

Complete one** of the following PSY courses: 3
PSY/SOC 3000 Basics of Social and Behavioral Research Methods **

PSY 3110 Experimental Psychology WITH Prerequisite: PSY 2130 Statistics for the Behavioral Sciences ( Applies towards Electives)

SOC 3000 Methods of Social Research WITH Optional Recommended Corequisite: SOC 3950 Introduction to Computing with SPSS (4 credits) **

Complete one* of the following PSY/SOC courses: 3
PSY 2040 Developmental Psychology ***
PSY 2060 Child Psychology II: Middle Childhood Through Adolescence ***
SOC 2350 Juvenile Delinquency ***
SOC 2540 Ancient Worlds ***
SOC 3310 Race and Ethnic Relations ***
SOC 3330 Alcoholism and Drug Abuse ***

Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 1000 counts towards Electives Requirement.

Recommended Electives - 6 credits in related social sciences.
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 23, because the following Related requirements will also satisfy the requirement: ETH 2500/2540, MAT 1150A, POL 1010, PSY 1110 and SOC 1010. The Languages and Languages/Literature requirements are met as 6 credits of Related Requirements.

Transfer students must take at least half of their major requirements at Molloy College.

Forensic Track Requirements
The requirements for this track can be adapted by taking 21 credits of specific courses. To do the Forensics Track as a dual degree student, students may take the additional courses using Electives for the degree. Under consultation with an advisor.

Criminal Justice Dual Degree Major Requirements:
Under “Complete 6 additional credits in Criminal Justice or Legal Studies Electives” and 6 additional credits from Electives available for the degree, select these specific courses for the Forensic Track:

- CRJ 2130 Criminalistics: Introduction to Forensics
- CRJ 2140 Criminal Investigations
- CRJ 2150 Crime Scene Processing
- CRJ 3140 Advanced Investigative Techniques

Criminal Justice Related Requirements (9 credits):

Under “Complete one of the following HIS/POL courses (HIS 1110/1120/POL 1030)”, instead take:

- BIO 2320 Biology of Forensics

Under “Complete one of the following PSY courses (PSY 3260/3370/3390)”, instead take:

- CRJ/PSY 3390 Forensic Psychology

Under “Complete one of the following PSY/SOC courses (PSY 2040/2060/SOC 2350/2540/3310/3330)”, instead take:

- CRJ/CSC 2170 Computer Forensics

†CSC/CRJ 2170: Forensic Track students will need this course substituted into the PSY/SOC group by the Chairperson.

Digital Humanities and New Media

Wilbur Arts Center, W-104A
516.323.3253

Matthew Applegate, Chairperson
Assistant Professors: Matthew Applegate, Sarah Evans

FACILITIES
A mini-lab with a full Oculus Rift virtual reality system, a station to program the Raspberry Pi and a 3D Printer. Media Lab with 24 Mac computers for video manipulation, graphic design, coding, GIF making and creating digital content. Field equipment includes
360-degree cameras, VR headsets and livestreaming devices.

GENERAL EDUCATION REQUIREMENT

NMD 2460 Civic Engagement with New Media fulfills the 3-credit general education requirement for Speech Communications.

INTERDISCIPLINARY STUDIES

Courses for the New Media track in Interdisciplinary Studies must be selected in consultation with the chairperson of the Digital Humanities and New Media Department. Students are required to take a minimum of 21 credits in New Media and a minimum of nine credits must be taken at Molloy College. Many of the courses in the interdisciplinary track are offered as hybrid or online. The New Media concentration requires NMD 2260, NMD 2440, NMD 2460, NMD 3090, plus 9 credits in three additional 2000+ level NMD courses in consultation with advisor.

MINORS

The Digital Humanities and New Media Department offers a minor in New Media. Minor requirements are described in the section of catalog on Minors.

PROGRAM FOR NEW MEDIA MAJORS

The Digital Humanities and New Media Department offers a B.S. in New Media. For the elective requirements, students will select courses with assistance of their advisor that best complement the student’s goals and career plans.

New Media is an exciting and emerging discipline that develops strong digital media industry leadership skills. The New Media major is an optimal choice for double major or double minor. The Digital Humanities and New Media Department works in collaboration with Art, Computer Science, Business, Education and Communications.

NEW MEDIA—B.S.

New York State Registered Program Code: 35849
HEGIS Code: 0601.00 (Communications, General)
Molloy Program of Study Code: NMDBS

Program Learning Outcomes

Students will be able to:

- Develop necessary competence and knowledge required of new media industries.
- Demonstrate digital media literacy in both reading and writing digital material (code, visual content, etc.).
- Theorize shifts in emergent media technologies and their social, political and ethical impact.
- Develop civic voices and express their opinions as digital citizens.
- Become critical makers and analyze their products.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE

Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History 3

English, Languages and Literature (1 of each discipline) (3 credits): ENG 1100; (See Related Requirements for Languages and Languages/Literature) 3

Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC 9

Math and Science (1 of each discipline) (6 credits): MAT; and Science course 6

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH 9

Physical Education (1 credit): PED 1

Core Course (4 credits): COR 4

Major Requirements (33 credits):

NMD 2260 Introduction to New Media 3
NMD 2280 Writing for the Web 3
NMD 2440 Online Content Production 3
NMD 2460 Civic Engagement with New Media 3
NMD 3090 History of Digital Media 3
NMD 3100 Video Storytelling for the Web 3
NMD 3810 Digital Applications for New Media 3
NMD 3920 Advanced Online Content Production 3
NMD 4440 Critical Making for New Media 3
NMD 4600 Internship I 3
NMD 4610 Internship II 3

Related Requirements (21 credits):

Complete 5 or more courses in New Media associated curriculum (15 credits): 15

ART 1800 Introduction to Digital Art *
ART 2360 History of Photography *
CIS 1030 Visual Programming *
CIS 1120 Introduction to Web Design and Development *
CIS 2550 Computer Ethics and Security *
ENG 3530 Coding for the Humanities *
ENG 3540 Blogs, Zines and E-Books *
NMD - Any three NMD 1 credit courses *

Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses 3

Take 3 additional credits in a second Languages or a Literature: 3

Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses *

Literature: Refer to the General Education Section of the Catalog for appropriate courses *

138


Electives: 8 Liberal Arts and Sciences (LAS) Electives are required for a B.S. degree. FST 1000 counts towards Electives Requirement. This number will be adjusted based upon the selected courses taken for the New Media Related Requirement.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers, and for Related Requirements for NMD associated curriculum as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 35, because one of the following Major requirements will also satisfy the General Education requirement: NMD 2460 for the New Media Program. The Languages and Languages/Literature requirements are met as 6 credits of Related Requirements.

English

Siena Hall, S-103
516.323.3260

Robert J. Kinpoitner, Chairperson

Professors Emeriti: Roger Dupré, Jane Gilroy, Kathleen Conway

Professors: S. Alice Byrnes, O.P., A. Nicholas Fargnoli, Damian Ward Hey, Robert Kinpoitner, Jeffry Massey, Marjorie Schiering

Associate Professors: Jacqueline Nenchin, Mark James

Assistant Professor: Matthew Applegate

Adjunct Professor: Richard J. Conway

Adjunct Assistant Professors: Barbara Novack, Barbara Young

Adjunct Instructors: Margaret Byrnes, Elseah W. Chea, Prathima Christdas, Maria Cox-Vineyard, Courtney Dalfonso, Donna Downing, Juliette Fernan, Valerie Griggs, Mary Ann Howell, Pamela Kenley-Meschino, Anthony Price, Stuart Radowitz, Timothy Ryley, Kristin Sloan, Maureen Stea, Irene Steinman

GENERAL EDUCATION REQUIREMENTS

English 1100 and any English Literature course fulfill the general education requirement. If composition is waived, a minimum of six credits in literature is required.

Students must maintain at least a 2.0 index to remain in the major or minor.

INTERDISCIPLINARY STUDIES

The English Department offers concentrations for Interdisciplinary Studies majors in American Studies and English.

• American Studies: Follow the requirements for the American Studies minor, plus three additional credits in consultation with the English department chairperson.

See the Minors requirements section of the catalog.

MINORS

The English Department offers minors in English, Journalism, Theatre, American Studies and Writing. Minor requirements are described in the section of the catalog on Minors.

ENGLISH EDUCATION PROGRAMS OF STUDY

For the Childhood Education 1-6/Early Childhood Birth-2, Childhood Education/Special Education, Five Year Combined Degree Childhood Education/Special Education, Five Year Combined Degree Childhood/TESOL, Adolescence Education, Adolescence Education/Special Education, Five Year Combined Degree Adolescence/Special Education or the Five Year Combined Degree Adolescence Education/TESOL program requirements, refer to “English Education Program of Study” in the “School of Education and Human Services” section of the catalog.

Programs for English Majors

All English majors must pass the grammar examination or take ENG 0700 and pass with a grade of "C" or better to remain English majors.

Advanced Writing courses are ENG 2300, 2310, 2320, 2330, 2340, 2350 (3 credits), 2360, 2551, 3010.

ENGLISH (LITERATURE)—B.A.

New York State Registered Program Code: 07459
HEGIS Code: 1501.00 {English, General}
Molloy Program of Study Code: ENLBA

Program Learning Outcomes

Students will be able to:

• Locate and evaluate the place of one or more Western texts in the literary heritage of contemporary American readers.
• Ascertain what they prize in a text and how their evaluations concur and differ from those of critics.
• Formulate their personal values as a result of discussion of character, incident and underlying philosophies in literature.
• Identify and correct basic problems and formulate approaches to the structure, rhetoric and styles of English to improve perception and communication.
• Exercise opportunities for creative expression.
• Achieve a satisfactory basis for graduate study in English and selected pre-professional programs.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE

Arts and Fine Arts (1 of either discipline) (3 credits):
ART History/MUS History

139
Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC 9

Math and Science (1 of each discipline) (6 credits): MAT; and Science course 6

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH 9

Physical Education (1 credit): PED 1

Core Course (4 credits): COR 4

**Major Requirements** (48 credits):

Grammar Exam with Passing Score or ENG 0700 (Credits not counted towards degree)† 0

ENG 1100 College Composition (Transfer students see note for ENG 1100)† 3

ENG 2410 Great Writers of English Literature I 3

ENG 2420 Great Writers of English Literature II 3

ENG 2430 Major American Writers I 3

ENG 2440 Major American Writers II 3

Complete either ENG 2510 or ENG 2630 (3 credits): 3

ENG 2510 Continental Literature I: The Ancient World *

ENG 2630 Mythology and Legend *

ENG 2550 Literature in the Digital Age 3

ENG 2820 Literary Criticism 3

ENG 3110 Shakespeare 3

**Advanced Writing Requirement:**

One advanced writing course 3

**Author Course Requirement:**

One course on any author 3

**Literary Genre Requirement:**

One course in any genre 3

**Literary Period Requirement:**

One course in any period 3

**One elective English course** 3

ENG 4600 English Internship I 3

ENG 4900 English Seminar 3

**Related Requirements** - (12 credits)

Two Languages courses: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses (Preferred that the second course is in the same language as the first course) 6

Complete two* of the following COM courses: 6

COM 1100 Experiences in Communication *

COM 1200 Oral Interpretation of Children’s Literature *

COM 1220 Creative Drama *

COM 2100 Public Speaking *

COM 2110 Gender and Communication *

COM 2130 Intercultural Communication *

**Electives:** 2 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 1000 counts as a LAS required Elective. 36

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

**Total:** 128

**NOTE:** The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the General Education requirement: ENG 1100, ENG 3110 and the Related Required COM course. The Languages requirement is met as 3 credits of Related Requirements.

†For students taking ENG 0700, a grade of “C” is required.

†ENG 1100 must be completed with a grade of “B” or better for English majors.

†Transfer students: English majors and English Education majors transferring into Molloy with the equivalent course for ENG 1100 must take ENG 1200 and achieve a “B” or better.

**ENGLISH (WRITING) — B.A.**

New York State Registered Program Code: 07459
HENIS Code: 1501.00 [English, General]
Molloy Program of Study Code: ENWBA

**Program Learning Outcomes**

Students will be able to:

- Locate and evaluate the place of one or more Western texts in the literary heritage of contemporary American readers.
- Ascertain what they prize in a text and how their evaluations concur and differ from those of critics.
- Formulate their personal values as a result of discussion of character, incident and underlying philosophies in literature.
- Identify and correct basic problems and formulate approaches to the structure, rhetoric and styles of English to improve perception and communication.
- Exercise opportunities for creative expression.
- Achieve a satisfactory basis for graduate study in English and selected pre-professional programs.

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE

- Arts and Fine Arts (1 of either discipline) (3 credits): ART History/MUS History 3
- Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC 9
- Math and Science (1 of each discipline) (6 credits): MAT; and Science course 6
- Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH 9
- Physical Education (1 credit): PED 1
- Core Course (4 credits): COR 4

**Electives:** 2 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 1000 counts as a LAS required Elective. 36

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

**Total:** 128

**NOTE:** The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the General Education requirement: ENG 1100, ENG 3110 and the Related Required COM course. The Languages requirement is met as 3 credits of Related Requirements.

†For students taking ENG 0700, a grade of “C” is required.

†ENG 1100 must be completed with a grade of “B” or better for English majors.

†Transfer students: English majors and English Education majors transferring into Molloy with the equivalent course for ENG 1100 must take ENG 1200 and achieve a “B” or better.

**ENGLISH (WRITING) — B.A.**

New York State Registered Program Code: 07459
HENIS Code: 1501.00 [English, General]
Molloy Program of Study Code: ENWBA

**Program Learning Outcomes**

Students will be able to:

- Locate and evaluate the place of one or more Western texts in the literary heritage of contemporary American readers.
- Ascertain what they prize in a text and how their evaluations concur and differ from those of critics.
- Formulate their personal values as a result of discussion of character, incident and underlying philosophies in literature.
- Identify and correct basic problems and formulate approaches to the structure, rhetoric and styles of English to improve perception and communication.
- Exercise opportunities for creative expression.
- Achieve a satisfactory basis for graduate study in English and selected pre-professional programs.
**Major Requirements** (48 credits):

Grammar Exam with Passing Score or ENG 0700 (Credits not counted towards degree)† 0

ENG 1100 College Composition (Transfer students see note for ENG 1100)† 3

*Complete either* ENG 1610 or ENG 1620 (3 credits): 3

ENG 1610 Introduction to Poetry and Drama * 3

ENG 1620 Short Story * 3

ENG 2000 Writing in the Digital Age: An Introduction 3

ENG 2260 Introduction to New Media 3

*Complete either** ENG 2280 or ENG 2300 (3 credits): 3

ENG 2280 Writing for the Web ** 3

ENG 2300 Scriptwriting for Media ** 3

ENG 2310 Advanced Composition 3

*Complete either*** ENG 2410 or ENG 2420 (3 credits): 3

ENG 2410 Great Writers of English Literature I *** 3

ENG 2420 Great Writers of English Literature II *** 3

*Complete either**** ENG 2430 or ENG 2440 (3 credits): 3

ENG 2430 Major American Writers I **** 3

ENG 2440 Major American Writers II **** 3

ENG 2480 Online Journalism 3

*Complete either***** ENG 2510 or ENG 2630 (3 credits): 3

ENG 2510 Continental Literature I: The Ancient World ***** 3

ENG 2630 Mythology and Legend ***** 3

*Complete one****** elective English writing course: 3

ENG 2300 Scriptwriting for Media ******

ENG 2320 Creative Writing ******

ENG 2350 Film and Drama Criticism ******

ENG 2360 Effective Business Writing ******

ENG 2551/COM 2551 Public Relations Writing ******

ENG 2550 Literature in the Digital Age 3

ENG 3110 Shakespeare 3

ENG 3300 Advanced Scriptwriting for Media 3

ENG 4600 English Internship I 3

ENG 4900 Writing Seminar 3

**Related Requirements** (12 credits):

Two Languages courses: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses (Preferred that the second course is in the same language as the first course) 6

*Complete two* of the following COM courses: 6

COM 1100 Experiences in Communication *

---

**Electives:** 2 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. **FST 1000** counts as a LAS required Elective.

(Total Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

**Total:** 128

---

**NOTE:** The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the General Education requirement: ENG 1100, ENG 3110 and the Related Required COM course. The Languages requirement is met as 3 credits of Related Requirements.

†For students taking ENG 0700, a grade of “C” is required.

†ENG 1100 must be completed with a grade of “B” or better for English majors.

†Transfer students: English majors and English Education majors transferring into Molloy with the equivalent course for ENG 1100 must take ENG 1200 and achieve a “B” or better.

---

**History and Political Science**

Siena Hall, S-104
516.323.3825

Kristen Blake, Chairperson

Professors Emeriti: Loretta Lagana, S. Francis Daniel Kammer, O.P.

Professors: Kristen Blake, Lelia M. Roeckell

Associate Professor: Paul Van Wie

Assistant Professor: Eric Cimino

Adjunct Assistant Professors: Michael Andrews, Sheryl Gordon

Adjunct Instructors: Gregory May, Kevin Sullivan

**GENERAL EDUCATION REQUIREMENTS**

All History courses will fulfill the general education requirement with the exception of HIS 4701, 4702, 4703, 4900. (For cross-listed HIS/POL courses, a substitution request may be submitted to meet the History general education.)

All Political Science courses will fulfill the general education requirements, with the exception of POL 4701, 4702, 4703, 4900 and the internships. (For cross-listed HIS/POL courses, a substitution request may be submitted to meet the Political Science general education.)

---

141
INTERDISCIPLINARY STUDIES

Students taking an Interdisciplinary Studies concentration in History or Political Science must select courses in consultation with the History and Political Science department chairperson.

MINORS

The History and Political Science Department offers minors in History and Political Science. Minor requirements are described in the section of the catalog on Minors.

DOUBLE MAJORS WITH EDUCATION PROGRAMS

Adolescence Education programs in Social Studies that may be combined with a History—B.A. program are:

- Adolescence Education - Social Studies—B.A.
- Adolescence Education - Social Studies/Special Education—B.A.
- Adolescence Education - Social Studies/Special Education—B.A./M.S.
- Adolescence Education - Social Studies/TESOL—B.A./M.S.

Students doing two majors must complete all program requirements for both. For Adolescence Education Social Studies majors, the History—B.A. program of study requires additional credits or careful selection of courses that can apply to both programs:

- HIS 4600 Internship and HIS 4900 Capstone (6 additional credits). Students may take a HIS elective course to substitute for HIS 4600, under consultation with the History chairperson.
- For the 9 credits of HIS 2000-level courses, HIS 2530 and two HIS Electives at the 2000-level can apply to both programs.
- Complete HIS 3400 from the Adolescence Education History Electives to also count towards the 3000-level History Elective requirement.
- Complete one additional upper-level HIS course.
- Towards the 6 credits of ECO, POL, SOC requirements, Education majors should choose POL 2060 as an option to satisfy 3 credits in both programs.
- These additional Related Requirements for History must be satisfied:
  6 credits of 3000-level ECO, POL or SOC.

HISTORY AND SOCIAL STUDIES EDUCATION PROGRAMS OF STUDY

For the Childhood Education 1-6/Early Childhood Birth-2, Childhood Education/Special Education, Five Year Combined Degree Childhood Education/Special Education, Five Year Combined Degree Childhood/TESOL, Adolescence Education, Adolescence Education/Special Education, Five Year Combined Degree Adolescence/Special Education or the Five Year Combined Degree Adolescence Education/TESOL program requirements, refer to “History and Social Studies Education Program of Study” in the “School of Education and Human Services” section of the catalog.
Programs for History Majors

HISTORY—B.A.
New York State Registered Program Code: 07472
HEGIS Code: 2205.00 (History)
Molloy Program of Study Code: HISBA

Program Learning Outcomes
Students will be able to:

- Demonstrate knowledge of the past, its relationship to the present and implications for the future.
- Develop knowledge and understanding of both the commonality as well as diversity of human experience.
- Exhibit a sense of global citizenship through knowledge of all peoples and cultures.
- Demonstrate effective critical thinking and analytical skills and apply those skills in research papers, case studies and examinations.
- Demonstrate effective oral communication and written skills in research papers, presentations and examinations.
- Exhibit a disposition toward moral responsibility and ethical leadership.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE

| Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech | 6 |
| English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature | 9 |
| Social and Behavioral Sciences (2 out of 3 disciplines) (9 credits): POL (POL 1010 (highly recommended); PSY; SOC | 6 |
| Math and Science (1 of each discipline) (6 credits): MAT; and Science course | 6 |
| Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH | 9 |
| Physical Education (1 credit): PED | 1 |
| Core Course (4 credits): COR | 4 |

Major Requirements (42 credits):

| HIS 1010 Western Civilization I | 3 |
| HIS 1020 Western Civilization II | 3 |
| HIS 1110 American Civilization I | 3 |
| HIS 1120 American Civilization II | 3 |
| Complete either* HIS 2160 or HIS 2210: | 3 |
| HIS 2160 History of United States Foreign Policy | * |
| HIS 2210 United States Since World War II | * |
| HIS/POL 3190 Research Methods for Historians and Political Scientists | 3 |

Complete:

| HIS 4600 History Internship I | 3 |
| HIS 4900 History Seminar | 3 |
| Complete 9 credits chosen from HIS 2000-level courses | 9 |
| Complete 6 credits chosen from HIS 3000-level courses | 6 |
| Complete 3 credits additional upper-level HIS courses | 3 |

Related Requirements (12 credits):

| Complete 6 credits 2000-level courses chosen from ECO, POL or SOC | 6 |
| Complete 6 credits 3000-level courses chosen from ECO, POL or SOC | 6 |

Electives: The Liberal Arts and Sciences (LAS) for a B.A. degree is met. FST 1000 counts towards required Electives.

Recommended Electives: POL is highly recommended for the General Education requirement or as Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the General Education requirement: HIS 1010.

Programs for Political Science Majors

GENERAL EDUCATION REQUIREMENTS

All Political Science courses will fulfill the general education requirements, with the exception of POL 4701, 4702, 4703, 4900 and the internships. (For cross-listed HIS/POL courses, a substitution request may be submitted to meet the Political Science general education.)

INTERNSHIP PROGRAMS

Students are required to spend 100 hours at the internship site and meet at least four times during the semester with the Professor. Approval of the Department Chairperson is required.

Government Internships: Matriculated students who wish to acquire practical experience in local, state and national government may take a maximum of twelve credits that may be applied to the department’s credit requirements for majors. Non-majors may take up to twelve credits as electives. Approval of the department is required.

POL 4600 Government Internship
POLITICAL SCIENCE—B.A.
New York State Registered Program Code: 07473
HEGIS Code: 2207.00 (Political Science and Government)
Molloy Program of Study Code: POLBA

Program Learning Outcomes
Students will be able to:

• Demonstrate knowledge of the ideological foundation, structure and functions of various political systems and their relationship to the individual and the society.
• Critically analyze and evaluate features of comparative governments.
• Analyze challenges facing the international community and exhibit a disposition toward moral responsibility and ethical leadership.
• Become well informed and active citizens.
• Demonstrate effective critical and analytical skills in research papers, case studies and examinations.
• Demonstrate effective oral communication and written skills in research papers, presentations and examinations.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech 6

English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature 9

Social and Behavioral Sciences (2 out of 3 disciplines) (6 credits): HIS/PSY/SOC 6

Math and Science (3 credits): Science course 3

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH 9

Physical Education (1 credit): PED 1

Core Course (4 credits): COR 4

Major Requirements (39 credits):

POL 1000 Fundamentals of Government 3
POL 1010 American National Government 3
Complete either* POL 1030 or POL 2100: 3
POL 1030 American State and Local Government 3
POL 2100 American Party Politics 3

Complete:

POL 1060 Comparative Government and Politics I 3
POL 1070 Comparative Government and Politics II 3
POL 3190/HIS 3190 Research Methods for Historians and Political Scientists 3

Complete 6 credits chosen from POL 2000-level courses 6

Complete 6 credits chosen from POL 3000-level courses 6

Complete 3 credits additional elective POL courses 3

Related Requirements (18 credits):

MAT 1150A Elementary Statistics 3
9 credits of 2000-level courses chosen from HIS, ECO, PSY, SOC, or GEO courses 9
6 credits of upper-level courses chosen from HIS, ECO, PSY, SOC, or GEO courses 6

Electives: The Liberal Arts and Sciences (LAS) for a B.A. degree is met. FST 1000 counts towards required Electives. 33

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major and Related requirements will also satisfy the General Education requirement: POL 1000, MAT 1150A. Some elective Related requirements may be taken that can also be used to satisfy the General Education requirements.

Interdisciplinary Studies

310 Fern Street
516.323.3290
S. Vicki Toale, O.P., D.Min., Chairperson

Associate Professor: S. Vicki Toale, O.P.

Adjunct Instructor: Courtney Dalfonso

PREREQUISITES FOR ADMISSION

• During the first year at Molloy or at any time thereafter, a highly motivated student desiring admittance to the Interdisciplinary Studies major can declare areas of concentration with the chairperson for this major. The candidate will present a rationale that has internal coherence. This rationale must demonstrate that the student has a unique goal, unobtainable in any already existing major.

• Approval for the student to proceed as a major in Interdisciplinary Studies will be decided by the chairperson for Interdisciplinary Studies. In the event of a conflict, the final decision will be made by the Vice President for Academic Affairs.

• Transfer students will be required to take 12 of the required credits for each area of concentration on the Molloy campus.
MINORS

The Interdisciplinary Department sponsors the minor in Sustainability Policies and Practices, Irish Studies and Women’s Studies. Minor requirements are described in the section of the catalog on Minors.

Programs for Interdisciplinary Studies Majors

INTERDISCIPLINARY STUDIES—B.A. OR B.S.

New York State Registered Program Code: 86104 (BA)
New York State Registered Program Code: 86105 (BS)
HEGIS Code: 4901.00 (Liberal Arts and Sciences)
Molloy Program of Study Code: INTBA/INTBS

Program Learning Outcomes

Students will be able to:

• Articulate the major concepts and/or theories within each of their chosen discipline concentrations.
• Recall and analyze significant concepts, theories and perspectives within the integrative field of Interdisciplinary Studies.
• Engage in scholarly research and produce a final research paper related to the selected disciplinary concentrations.
• Assess orally and in writing the value of integrative process to the larger production of general education, and to transformative education at the service of the local and global community.
• Fulfill requirements of Concentrations.

Credits

General Education Requirements:

Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

| Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech | 6 |
| English, Languages and Literature (1 of each discipline) (3 credits): ENG 1100; (See Related Requirements for Languages/Literature requirements) | 3 |
| Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC | 9 |
| Math and Science (1 of each discipline) (6 credits): MAT; and Science course | 6 |
| Philosophy and Theology/Religious Studies (1 of each discipline) (9 credits): PHI; TRS; and ETH | 9 |
| Physical Education (1 credit): PED | 1 |
| Core Course (4 credits): COR | 4 |

Interdisciplinary Studies Major Requirements

(45 credits) Complete as follows:

Two or more areas of concentration, each with a minimum of 21 credits, with a minimum of 12 credits of departmentally designated specialized or advanced courses in each area of concentration.

Senior project (Integration of areas of concentration 3 credits) Complete:

INT 4900 Integrative Seminar in Interdisciplinary Studies

Internship course: Recommended

Related Requirements (6 credits):

Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses

Take 3 additional credits in a second Language or a Literature:

Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses

Literature: Refer to the General Education Section of the Catalog for appropriate courses

Electives: The Liberal Arts and Sciences (LAS) required for a B.A. degree is 90 credits and for a B.S is 60 credits. FST 1000 counts towards required Electives. The degree and concentration chosen will affect how courses are applied.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Related requirements will also satisfy the General Education requirement: the Language and Languages/Literature requirements.

NOTE: More electives are available if Major requirements also satisfy General Education requirements. The BA degree requires 90 Liberal Arts and Sciences credits. The BS degree requires 60 Liberal Arts and Sciences credits.

Two or more areas of concentration may be selected from among the following disciplines:

Accounting† Legal Studies
Aging Studies/Gerontology Marketing†
American Studies Mathematics
Art Media
Biology Music
Business Management † New Media
Computer Information Systems Philosophy
Computer Science Physical Science
Education with a concentration in Spanish; and a concentration for Adolescence Education-Spanish; B.S. and B.S./M.S. in Childhood and Hispanic Literature and Cultures; B.A. and B.A./M.S. in curricular activities.

opportunities in local and international communities and co-

a wide range of opportunities to engage with world languages Spanish and ESL. In addition, it offers students of every discipline of our students in Arabic, ASL, French, Italian, Mandarin Chinese, Spanish and ESL. This review would include: number of years of high school foreign language, grades earned and Advanced Placement scores. After the first week of each class, the Department reserves the right to evaluate the students' language credentials and to re-assign them to a class more suited to their ability and performance. Courses are usually taken in sequence.

Prior to the beginning of the semester, all new Majors will take a placement test consisting of a written part and an interview with a faculty member of the Department of Modern Languages.

GENERAL EDUCATION REQUIREMENTS

The Languages General Education requirement is three credits. Students are also required to take either a second language course or a literature course for three additional credits. If a student takes a second language course to meet the General Education requirement, it is recommended that it be the same language as the first. (See the General Education Requirements section of this Catalog for lists of courses and also see specific programs of study for exceptions to this information.) SPA 2500, 3700, SPA 4600/4610 and SPA 4701/4702/4703 cannot be used to meet any language or literature course requirements. Please note that all courses follow a sequence and that placement is dependent upon language experience. Note that students majoring in Spanish Adolescence Education must take a literature course in English (ENG) literature.
for the General Education Literature requirement.

Only students who score four or five on their Language AP test will receive credit to satisfy the General Education foreign language requirement and Spanish major and minor requirements.

INTERDISCIPLINARY STUDIES

Concentrations for the Interdisciplinary Studies majors are offered in Italian and Spanish. A minimum of 21-credits must be taken in any of these two areas. All courses must be selected in consultation with the department chairperson.

- Italian: ITA 3050, ITA 3120, plus 15 additional credits (with a minimum of nine additional 3000/4000 level credits) taken at Molloy College.

- Spanish: SPA 3130 or SPA 3140, SPA 3510 or SPA 3520, plus 15 additional credits (with a minimum of nine additional 3000/4000 level credits) taken at Molloy College

MINORS

The Department of Languages and Cultures offers minors in Italian, Spanish and Spanish for Health Professions. Minor requirements are described in the section of the catalog on Minors.

DOUBLE MAJORS

Majoring in a language other than English gives students the ability to not only communicate in another language, but also to communicate across cultures. These skills allow graduates to meet the demand of today’s global economy and interconnected world and they also open more doors to a wide range of career paths. Students who add a major in a language to their degree add value to it by becoming more marketable as their certifiable language and intercultural skills set them apart from the rest of the job applicant pool. As well, majoring in a foreign language can reap rewards in more intangible ways such as exposure to other cultures and disciplines, international exchange, greater understanding and empathy, and the ability to work cooperatively with diverse people, all of them attributes that employers are increasingly looking for.

The combinations for double majoring in a language are endless, but the most common pairings are with degrees in Biology, Business, Communications, Criminal Justice, History, Political Science, Education, Philosophy, Sociology or Speech-Language Pathology/Audiology.

DOUBLE MAJORS WITH EDUCATION PROGRAMS

Adolescence Education programs in Spanish that may be combined with a Spanish Language and Hispanic Literature and Cultures—B.A. program are:

- Adolescence Education - Spanish—B.A.
- Adolescence Education - Spanish/Special Education—B.A.
- Adolescence Education - Spanish/Special Education—B.A./M.S.
- Adolescence Education - Social Studies/TESOL—B.A./M.S.

Students doing two majors must complete all program requirements for both. For Adolescence Education Spanish majors, the Spanish Language and Hispanic Literature and Cultures—B.A. program of study requires:

- One SPA elective Language Elective may be used in place of SPA 4600 (Internship) under consultation with the Languages and Culture Department chairperson.

SPANISH EDUCATION PROGRAMS OF STUDY

For the Childhood Education 1-6/Early Childhood Birth-2, Childhood Education/Special Education, Five Year Combined Degree Childhood Education/Special Education, Five Year Combined Degree Childhood/TESOL, Adolescence Education, Adolescence Education/Special Education, Five Year Combined Degree Adolescence/Special Education or the Five Year Combined Degree Adolescence Education/TESOL program requirements, refer to “Spanish Education Program of Study” in the “School of Education and Human Services” section of the catalog.

English as a Second Language (ESL)

The ESL Program is designed for students whose first language is not English. Its main goal is to strengthen the students’ communicative skills in English so that they can succeed in any college level course and help them achieve a near-native linguistic competence. Students will be placed into the various courses according to scores received on an English Placement Exam.

Programs for Spanish Majors

SPANISH LANGUAGE AND HISPANIC LITERATURE AND CULTURES—B.A.

*Registered Program Title Change Effective Fall 2009

New York State Registered Program Code: 07456

HEGIS Code: 1105.00 (Spanish)

Molloy Program of Study Code: SPNBA

Program Learning Outcomes

Students will be able to:

- Demonstrate communicative competence in Spanish, proving a mastery of the four language skills: speaking, listening, reading and writing.
- Demonstrate knowledge and understanding of the Hispanic culture by identifying its diversity and contrasting it with other world cultures.
- Interpret literary and nonliterary texts critically and analytically to discuss their linguistic, artistic, cultural and historical relevance and to support their preferences while applying the texts to their personal value system.
- Reinforce and further their knowledge of other disciplines through the study of the Spanish language the Hispanic culture.
- Exhibit disposition towards becoming Engaged global citizens and life-long learners by participating in multilingual communities at home and around the world and by using their linguistic and cultural competence in their professional careers or for personal enjoyment and enrichment.
- Achieve preparedness for graduate study, scholarly endeavors and/or pre-professional programs.

NOTE: Students who take the Spanish CLEP exam are able to use only 6 awarded credits towards their Spanish major requirements.
Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech 6

English and Modern Languages (3 credits): ENG 1100 3

Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC 9

Math and Science (1 of each discipline) (6 credits): MAT; and Science course 6

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH 9

Physical Education (1 credit): PED 1

Core Course (4 credits): COR 4

Major Requirements—(40 credits):

SPA 3050 Grammar for Communication 3
SPA 3070 Introduction to the Analysis of Spanish Literary Texts 3
SPA 3130 Cultures of Spain 3
SPA 3140 Cultures of Latin America 3
SPA 3410 Advanced Spanish Grammar and Composition 3
SPA 3510 Iberian Literature Survey 3
SPA 3520 Latin American Literature Survey 3
SPA 4600 Language Internship I 3
SPA 4900 Research in Hispanic Languages and Cultures - Seminar I 1
SPA 4910 Hispanic Languages and Cultures - Seminar II 3

Complete six credits of Study Abroad Courses from the following (Exceptions should see Chair): (6 credits):

SPA 3300 Study Abroad: Spanish Grammar and Composition I 3
SPA 3310 Study Abroad: Spanish Conversation and Culture I 3

Complete three credits* of a Language Elective from the following: (3 credits):

SPA 1180 Beginner Conversation Skills (1 credit) *
SPA 1190 Beginner Writing Skills (1 credit) *

SPA 2090 Spanish for Heritage Students *
SPA 2150 Intermediate Spanish Conversation I *
SPA 2180 Intermediate Conversation Skills (1 credit) *
SPA 2190 Intermediate Writing Skills (1 credit) *

SPA 33100 Advanced Conversation Skills (1 credit) *
SPA 33110 Advanced Writing Skills (1 credit) *
SPA 33350 Study Abroad: Spanish Grammar and Composition II *
SPA 33360 Study Abroad: Spanish Conversation and Culture II *
SPA 3810 Spanish Linguistics *
SPA 4090 Translation *

Complete three** credits of Culture/Literature Electives from the following (3 credits):

SPA 2500 Latino Culture in the United States **
SPA 3120 Hispanic World Through Literature, Art and Popular Culture **
SPA 3290 Post-Franco Spain **
SPA 3500 The Hispanic World Through Film **
SPA 3530 Latin American Short Story **
SPA 4210 Hispanic Theatre **
SPA 4250 Hispanic Women Writers **

Electives: 16 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 1000 counts towards required Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the Languages and Languages/Literature requirement: SPA 3050 and SPA 3070.

Mathematics and Computer Studies

William J. Casey Center, C-219
516.323.3432

Manyiu Tse, Chairperson

Professors Emeriti: Mary Joan Collison, C. Vincent Pané, S. Francis Dominici Piscatella, O.P.

Associate Professors: Jason Schanker, Manyiu Tse, Deborah Upton

Assistant Professors: Natalie Hammerman, Elizabeth Vidaurre

Adjunct Professor: Leslie Kellner

Adjunct Assistant Professors: Yao Chu, Amy Gaimaro, Tan-Na Lee

Adjunct Instructors: Michael Alesi, Jean-Baptiste Carelus, Ronald Cavallaro, Marie Fischer, Nicki Kostantinos Gonias, Kristin Grant-
Anglin, Vincent Grillo, Alan Hulsaver, Joanna Krul, Nancy LiVolis, Georgette Macrina, Monica Martin, Marissa Mauro, Adrian Roberts, Richard Romeo, Richard Schiller, Dawn Schlich, Roberta Silver, Dianna Towers, Stuart Whalen

INTERDISCIPLINARY STUDIES

Students wishing to declare computer science, computer information systems, or mathematics as an area of concentration for the Interdisciplinary Studies major must take a minimum of 21 credits.

• Computer Information Systems: CIS 1000, CIS 1020/1050, CIS 1030, CIS 2240, CIS 2550 and CIS 3600.
• Computer Science: CSC 1200, CSC 2290, CSC 2350, CSC 2430, CSC 2440 and at least five additional credits from MAT 2310 or CSC 2000/3000/4000 level courses in consultation with the departmental chairperson.

Mathematics: MAT 2210, MAT 2220, MAT 2230 and at least nine additional credits in mathematics selected in consultation with the departmental chairperson. One of the additional three courses must be either: MAT 2510 or MAT 3240 and another of the additional courses must be numbered above MAT 2230. Any exceptions must be made in writing by the mathematics department chairperson.

GENERAL EDUCATION REQUIREMENTS

MAT 1100, 1150A/1150B/1150C/1150D, 1160, 1180, 1360, 2200 and 2210 will fulfill the General Education requirement. MAT 2090, 2100, 3200 are for Education majors only.

MINORS

The Mathematics and Computer Studies Department offers minors in Mathematics, Computer Science and Computer Information Systems. Minor requirements are described in the section of the catalog on Minors. Minors do not suffice for an area of concentration in the interdisciplinary studies major (as described under the Interdisciplinary Studies Program).

DOUBLE MAJORS WITH EDUCATION PROGRAMS

Adolescence Education programs in Mathematics that may be combined with a Mathematics—B.A. program are:

• Adolescence Education - Mathematics—B.A.
• Adolescence Education - Mathematics/Special Education—B.A.
• Adolescence Education - Mathematics/Special Education—B.A./M.S.
• Adolescence Education - Mathematics/TESOL—B.A./M.S.

Students doing two majors must complete all program requirements for both. For Adolescence Education Mathematics majors, the B.A. Mathematics program of study requires:

• MAT 3240 - Adolescence Education majors should take MAT 3240 as one of their 6 credits of Mathematics Electives to apply to both programs.
• MAT 4600 (Internship) - Beyond the 6 Mathematics Electives required, Adolescence Education majors must take one additional 3 credit MAT course to be substituted for MAT 4600 (Internship), under consultation with the Mathematics chairperson.
• For Education majors, MAT 3200 is a curriculum course for educators and cannot be applied to the B.A. Mathematics requirements.

MATHEMATICS EDUCATION PROGRAMS OF STUDY

For the Childhood Education 1-6/Early Childhood Birth-2, Childhood Education/Special Education, Five Year Combined Degree Childhood Education/Special Education, Five Year Combined Degree Childhood/TESOL, Adolescence Education, Adolescence Education/Special Education, Five Year Combined Degree Adolescence/Special Education or the Five Year Combined Degree Adolescence Education/TESOL program requirements, refer to “Mathematics Education Program of Study” in the “School of Education and Human Services” section of the catalog.

Programs for Mathematics Majors

MATHEMATICS—B.A.

New York State Registered Program Code: 07465
HEGIS Code: 1701.01 [Mathematics, General]
Molloy Program of Study Code: MATBA

Program Learning Outcomes

Students will be able to:

• Students will demonstrate an understanding of the foundations and history of mathematics.
• Students will develop and maintain problem solving skills.
• Students will write and understand basic proofs as well as read and understand middle-level proofs.
• Students will apply mathematical strategies in applied and conceptual contexts.
• Students will communicate mathematical ideas to others, both orally and in writing.
• Students will utilize technology, where appropriate, to address mathematical ideas.
• Students will demonstrate how mathematical ideas can be viewed from multiple perspectives and recognize the connections between different branches of mathematics.

Credits

<table>
<thead>
<tr>
<th>General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech</td>
</tr>
<tr>
<td>English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC</td>
</tr>
<tr>
<td>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH</td>
</tr>
<tr>
<td>Physical Education (1 credit): PED</td>
</tr>
</tbody>
</table>

Core Course (4 credits): COR
**Major Requirements** (Minimum of 42 credits):

- MAT 1150A  Elementary Statistics  3
- MAT 2210 Calculus I  4
- MAT 2220 Calculus II  4
- MAT 2230 Calculus III  4
- MAT 2290 Discrete Mathematical Structures  3
- MAT 2320 Introduction to Linear Algebra  3
- MAT 2510 Modern Geometry  3
- MAT 3240 History and Philosophy of Mathematics  3
- MAT 3300 Modern Algebra - Ring Theory  3
- MAT 3450 Introduction to Real Analysis  3
- MAT 4600 Internship in Mathematics  3
- MAT 4900 Mathematics Senior Seminar  3

Complete 3 additional credits in mathematics:
- (MAT 3310, MAT 3350, MAT 3360, MAT 3420, MAT 3470, MAT 3560, MAT 3610) 3

**Related Requirements** (9-11 credits)**:

- At least 6-8 credits in Lab science, preferably including PHY 2700  6-8
- Required 3 credits in either: CSC 1030 or CSC 1200 or CIS 2350  3

**Electives**: 3-5 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 1000 counts as a LAS required Elective.  37-39

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total**: 128

**NOTE**: The General Education requirement is 44, and has been adjusted to 38, because the following Major and Related requirements will also satisfy the General Education requirement: MAT 2210 and a Lab Science course.

---

**Programs for Computer Studies Majors**

**COMPUTER INFORMATION SYSTEMS—B.S.**

- New York State Registered Program Code: 22308
- HEGIS Code: 702.00 (Information Sciences and Systems)

**Molloy Program of Study Code: CISBS**

**Program Learning Outcomes**

Students will be able to:

- Students will be able to demonstrate a working knowledge of computer hardware, operating systems and application software.
- Students will be able to analyze a problem and identify and define the computing requirements appropriate to its solution.
- Students will be able to design, implement, and evaluate a computer-based system, process, component or program to meet desired needs.
- Students will be able to consider the ethical implications of technology.
- Students will be able to function effectively on teams to achieve a common goal.
- Students will be able to communicate with technical clarity and correctness.

---

**Credits**

**General Education Requirements**: Acceptable courses listed under General Education Requirements — (35 credits needed) See **NOTE**

- Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History  3
- English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature  9
- Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC (POL 3030 and SOC 1660 recommended)  9
- Math and Science (3 credits): Science course  3
- Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits): PHI; TRS  6
- Physical Education (1 credit): PED  1
- Core Course (4 credits): COR  4

**Major Requirements** - (36 credits)

- CIS 1020 Computer Application and CIS  3
- Complete two courses* from the following  6
- CIS 1030 Visual Programming  *
- CSC 1200 Functional Programming I  *
- CIS 2350 Objects-Oriented Programming and Design  *
- CSC 2430 Design and Analysis of Algorithms  *
- CIS 1120 Introduction to Web Design and Development  3
- CIS/CSC 2240 Introduction to Database Management  3
- CIS 3180 Systems Analysis and Design  3
- CIS/CSC 3390 Networks I - Local Area Networks  3
- CIS 3600 Computer Information Systems In Business  3
- CIS 4600 Internship  3
- CIS 4900 CIS Capstone Seminar  3
- Complete two courses** from the following (6 credits):  6
- CIS any level course  **
- CSC any level course  **

**Related Requirements** (27 credits):

- ACC 2600 Accounting I  3
- BUS 1010 Introduction to Business  3
- BUS 2010 Principles of Management  3
- COM 1100 Experiences in Communication  3
Complete either** ECO 2510 or MKT 2300: 3
ECO 2510 Macroeconomics **
MKT 2300 Principles of Marketing **
ENG 2360 Effective Business Writing 3
ETH 2570 Business Ethics 3
MAT 1150A Elementary Statistics 3
Complete either*** MAT 1160 or MAT 1180 or MAT 2210 (3 credits): 3
MAT 1160 College Algebra and Trigonometry ***
MAT 1180 Pre-Calculus ***
MAT 2210 Calculus I ***

Electives: The Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 1000 counts towards required Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44 and has been adjusted to 35 because the following Related requirements will also satisfy the General Education requirements: COM 1100, MAT 1150A and ETH 2570.

COMPUTER SCIENCE—B.A.
New York State Registered Program Code: 86099
HEGIS Code: 701.00 (Computer and Information Sciences, General)
Molloy Program of Study Code: CSCBA

Program Learning Outcomes
Students will be able to:
• Learn strategies for learning new technologies.
• Propose solutions to software engineering interview questions in the area of algorithms and data structures, analyzing the space and time tradeoffs of each approach.
• Work in multidisciplinary teams and to contribute to open source projects.
• Program using a variety of paradigms including object-oriented, event-driven, and functional styles enabling them to pick up new languages.
• Communicate with technical clarity and correctness.
• Consider the ethical implications of software.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE

Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech

English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature

Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC

Math and Science (3 credits): Science course (Lab course in BIO, CHE or PHY preferred)

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH (PHI/MAT 3240 preferred)

Physical Education (1 credit): PED

Core Course (4 credits): COR

Major Requirements: (Minimum of 37 credits):
CSC 1200 Functional Programming I 3
CSC 2290 Discrete Mathematical Structures 3
CSC/CIS 2350 Object-Oriented Programming and Design 3
CSC 2430 Design and Analysis of Algorithms 3
CSC 2440 Data Structures 4

Core Complete two of the following courses* (6 credits):
CSC 3230 Assembly Language and Systems Programming
CSC 3300 Operating Systems
CSC 3370 Web/Mobile Game Development
CSC 3520 Back-end Web/Mobile App Development
CSC 4600 Internship 3
CSC 4900 Capstone Seminar 3
Complete at least 9 additional credits** from the following (9 credits):
CIS/CSC any level courses

Related Requirements: (17 credits):
Complete either*** MAT 1150A or MAT 3610 (3 credits):
MAT 1150A Elementary Statistics ***
MAT 3610 Probability and Mathematical Statistics
MAT 2210 Calculus I 4
MAT 2220 Calculus II 4
MAT 2310 Discrete Mathematics for Computer Science 3
MAT 2320 Introduction to Linear Algebra 3

Electives: 17 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. Depending on the course, some of the electives for the Major can be counted as LAS, some will not count. FST 1000 counts towards required LAS Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44 and has been adjusted to 41 because the following Related requirement will also satisfy the General Education requirement: MAT 2210.
Music Therapy

Therapy clinic includes four treatment rooms and a private waiting area. The newly expanded and renovated music center provides settings to stimulate and develop communication, expressiveness, and socialization and relationships. The Rebecca Center's approach involves interactive use of live music to motivate and persuade people with special needs in New York and Long Island. Molloy's on-campus clinic, the Rebecca Center for Music Therapy, is a nonprofit organization that provides music therapy services for people with special needs in New York and Long Island. The Rebecca Center's approach involves interactive use of live music to stimulate and develop communication, expressiveness, socialization and relationships. The newly expanded and renovated clinic includes four treatment rooms and a private waiting area.

ADMISSION REQUIREMENTS

An interview, an audition and a theory placement examination are required of all prospective Music Majors, Music Therapy Majors and Music Education Majors.

All transfer music student applicants must have a minimum of 2.5 cumulative GPA. Applicants will be invited to audition if their prior music coursework reflects the 2.5 minimum requirement.

AUDITIONS

All applicants, regardless of the program of interest, must audition. Applicants will be required to:

- Perform at least two contrasting works: At least one piece must be from Classical or Jazz literature
- Instrumentalists must play scales: major, melodic minor and harmonic minor
- Sight read
- Interview

THEORY PLACEMENT EXAM

Prospective students take a theory placement examination to ensure proper advisement and placement in courses. Based upon the audition and theory placement exam results, successful completion of remedial work may be required prior to matriculating as a Music major in the department. Molloy College offers non-credit private instruction for non-matriculated students who may need remedial work. Private instruction may be recommended to students who are strong academically and show musicality but lack basic foundations in music.

ASSESSMENT AND PROGRESSION REQUIREMENTS

Student Recitals: Based on the applied instructor’s recommendation, all students will perform on their main instruments in a public recital or at studio classes held throughout each semester. The recital and studio class represents a level of achievement as a result of private instruction and is a means of assessment for the student.

Jury Examinations: All students must take a jury exam at the end of each semester on their primary applied instrument or voice. The music jury is comprised of music faculty and the student’s applied instructor. The main purposes of this examination are (1) to encourage each student to attain a high level of music performance, (2) to assess and discuss the student’s progress, (3) to provide the student with a written evaluation of the examination. The grade from the Jury represents 50% of the student’s grade for the applied instrument. If no progress is evident from semester to semester and the student continues to demonstrate deficiencies, withdrawal from the program will be recommended. Faculty will assign jury times to students a minimum of two weeks prior to the assigned jury examination. Repertoire and exam sheets will be available and must be completed with the student’s applied instructor. Instructions on where each exam will be held for each area of study will also be posted and emailed to students.

Music Therapy Juries: Music Therapy students must demonstrate for clients and their families, as well as workspace for staff and students. The training facility at Molloy College provides students with clinical and research experience through observation, co-leading and leading music therapy sessions under the supervision and guidance of experienced and professionally credentialed music therapists.

MUSIC PROGRAMS

The Music Department at Molloy College offers four degree programs for prospective students: a Bachelor of Science in Music, a Bachelor of Science in Music Education, a Bachelor of Science in Music Therapy and a Master of Science in Music Therapy. The Music Department functions within the context of the College’s mission statement, goals and general education requirements. The Music Programs at Molloy provide the necessary level of training needed for music practitioners, music educators and music therapists of tomorrow. The Music Department also serves as the nucleus of music activity for the College and surrounding communities by offering rich diverse musical programming from our student ensembles, faculty and guest artists. The Molloy College Guest Artist Series brings master artists and music professionals to offer free concerts and master classes for our students and the community at large. Molloy College is an accredited institutional member of the National Association of Schools of Music (NASM).

FACILITIES

The Music Department is housed in the Public Square building which opened in the Fall of 2011. It includes sound-treated classrooms, an electronic keyboard/computer lab, an audio/editing suite, various sized music practice rooms, an ensemble rehearsal room and a large rehearsal room. An additional keyboard-midi lab and seven additional practice rooms are located in the Wilbur Arts Center. The state-of-the-art Madison Theatre has seating for 565.

Molloy’s on-campus clinic, the Rebecca Center for Music Therapy, is a nonprofit organization that provides music therapy services for people with special needs in New York and Long Island. The Rebecca Center’s approach involves interactive use of live music to stimulate and develop communication, expressiveness, socialization and relationships. The newly expanded and renovated clinic includes four treatment rooms and a private waiting area.
proficiency on piano, guitar and voice prior to fieldwork and internship courses (MUS 3740, 3750, 4600, 4610, 5200, 5210). Students must pass music therapy juries in order to progress in the sequence of courses (see Music Therapy Handbook).

Music Therapy Professional Disposition Competencies: Based on the mission of Molloy College and the professional disposition competencies identified by the American Music Therapy Association, the Professional Characteristics and Dispositions are identified for self-evaluation, faculty evaluation and clinical supervisory evaluation. (See Student Handbook). If students do not meet Professional Disposition competencies, they will meet with the Director of Undergraduate Music Therapy, who will discuss the particular areas of difficulty. They will be required to register for a one-credit course, MUS 2800 - Professional Growth in Music Therapy Training. Upon successful completion of the course, students will be allowed to register for either MUS 3740 or MUS 4600/5200. The Professional Growth course may only be taken one time during the student’s matriculation at Molloy College.

Music Education Juries: All Music Education majors must demonstrate proficiency in sight singing, conducting, piano and secondary instruments to progress in the sequence of courses to field observation and student teaching. Further details are outlined under Music Education Requirements.

Grades:

- For BS Music, a grade of “C+” or better is required in all music courses. Students must repeat all courses for which a “C+” or better is not attained. Failure to attain a “C+” or better when repeating a course will necessitate withdrawal from the Program. A student may withdraw from the same music course only one time.

- For BS Music Education, a grade of “C+” or better is required in all music courses and a “B” or better in all music education courses. Students must repeat all courses for which the minimum grade is not attained. Failure to attain the minimum grade when repeating a course will necessitate withdrawal from the Program. A student may withdraw from the same music course only one time.

- For BS Music Therapy, a grade of “C+” or better is required in all music, music therapy and related courses. Students must repeat all courses for which the minimum grade is not attained. Failure to attain the minimum grade when repeating a course will necessitate withdrawal from the Program. A student may withdraw from the same music course only one time.

Applied Music: Every Music student will study his/her main, successfully auditioned instrument or voice throughout his/her course of study. Applied Music must be taken for one credit every semester for a minimum of eight credits for Music and Music Therapy and for a minimum of seven credits for Music Education. (See Music Majors handbook.) If a student wishes to change to a different Applied Music, he/she must re-audition on that new instrument or voice.

Ensemble Requirements: All music students are required to participate in the music-making life of the department. As such, all music students are required to complete a minimum of two credits in their assigned performing ensemble and continue to enroll every semester for zero credits for the entire duration of their degree program. Students enroll in ensembles for varying credit amounts of 0, 0.5 or 1 credit per semester. Ensembles and credit amounts are chosen in consultation with the advisor. Students are encouraged to participate in secondary ensembles. Secondary ensembles are taken by registering for zero credits, unless otherwise approved by the department Chairperson. Students enrolled in secondary ensembles for zero credit will not be eligible for an Institutional Aid stipend for the additional ensemble. Music students are only exempt from required participation in ensembles while concurrently registered for music therapy internship or student teaching. Students involved in internship or student teaching may continue to enroll in ensembles for the 0-1 credit as their schedule allows.

Concert Attendance: Concert attendance is a music department requirement for all music majors. This course (MUS 0100) must be taken every semester during which a music major is a full-time student. Students will attend five concerts, recitals and/or studio classes throughout the course of a semester.

Vocal Requirement Option for Music Therapy: Music Therapy students are required to take two semesters of vocal coursework (one semester of MUS 1950 Vocal Techniques and one semester of any of the following courses: MUS 1300, 1660, 1670, 1680, 1820.)

Psychology Sequence for Music Therapy: The recommended track is PSY 1110, PSY 2040 and PSY 3260, respectively. An additional psychology elective is also required. It is advisable that students must take PSY 1110 and PSY 2040 before entering Fieldwork. Due to the combined Fieldwork/Internship hours required, minoring in any discipline outside of Psychology is not recommended. To minor in Psychology, students need to complete the sequence above (PSY 1110, PSY 2040 and PSY 3260) and then take three elective psychology courses at the 3000-level or above.

Transfer students: Every possible consideration will be given to students transferring credits from a previous institution. Students will be given individual orientation and assessment of appropriate placement within the Department’s Curriculum. Students who apply to Music Therapy and have taken courses equivalent to fieldwork (MUS 3740/3750) and have accrued hours supervised by board-certified Music Therapist (MT-BC) will be required to submit the following additional materials in order for those credits to be accepted:

- Two letters of recommendation by former professor and/or clinical supervisors
- An audio or video excerpt of a music therapy session
- Provide documentation outlining any record of fieldwork time accrued, signed by appropriate clinical supervisors
- Demonstrate musical competency akin to Molloy’s pre-fieldwork jury (See Student Music Therapy Handbook).

GENERAL EDUCATION REQUIREMENTS

The following courses fulfill the general education requirement: MUS 1050, 1070, 1090, 1600, 1620, 1990, 2000, 2020, 2030, 2050, 2090, 2900. (MUS 1080 for Education majors only.) Applied, ensemble or music therapy courses may not be substituted for this requirement.

INTERDISCIPLINARY STUDIES

Courses for an Interdisciplinary Studies concentration in Music must be selected in consultation with the Chairperson of the Music Department. Students are required to take a minimum of 21 credits in Music.
MINORS

The Music Department offers a minor in Music. Minor requirements are described in the section of the catalog on Minors.

MUSIC EDUCATION PROGRAM OF STUDY

For the Music Education Pre-K-12 program requirements, refer to “Music Education Program of Study” in the “School of Education and Human Services” section of the catalog.

Programs for Music B.S. Majors

The Bachelor of Science in Music allows students to develop their artistic voice through a flexible curriculum that emphasizes musicianship and creativity. Our program is individualized, allowing us to work closely with students to develop a plan of studies that fulfills their academic and musical interests. Students in the B.S. in Music can choose up to 26 credits of elective classes. Students create their own academic path in consultation with their advisor. Elective courses in music allow students to further develop skills in music technology, composition or performance. B.S. in Music students may also choose to take elective courses in another discipline, allowing them to pursue a second major or a minor in a wide variety of areas such as Business, Theology, Education, Communications, Modern Languages or Digital Humanities. In their senior year, students in the B.S. Music program develop a Capstone Project meant to show their skills as musicians. The Capstone Project may take the form of a lecture recital, a portfolio of original works or a CD recording project. Students work in collaboration with their advisor in designing a project that is artistically meaningful and personal in nature.

Bachelor of Science in Music provides:

• Opportunities to develop advanced skills in musical performance
• Opportunities to develop a body of original creative work
• Opportunities to play in ensembles and chamber groups
• Access to cutting edge technology in digital audio
• Opportunities to create and record the student’s own music and arrangements
• Travel abroad opportunities that will allow the student to experience music, art and history of other cultures
• An accomplished pool of world-class instructors who are also working professional musicians are leaders in their fields
• A nurturing environment, that will help the student develop their artistic vision.

Music Technology Elective Courses: Our Music Technology elective courses offer students the opportunity to explore music creation using the latest in technology and new media. Students explore different facets of music creation, providing them with a comprehensive knowledge of the latest techniques and technologies available in digital sound.

Students learn to produce and record music, create original compositions using technology, work with multi-channel audio,
Understand the basics of software programming, work with a variety of music interfaces, and develop their own software applications.

**Technology Courses:** (10 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1610 Introduction to Digital Audio</td>
<td>1</td>
</tr>
<tr>
<td>MUS 2450 Audio Technology I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 2460 Audio Technology II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 2470 Audio Technology III</td>
<td>3</td>
</tr>
</tbody>
</table>

**Senior Capstone Project**

The Senior Capstone Project I is a year-long course designed to help the music major transition to life after college. The student designs a year-long project in conjunction with the instructor that will help students support their careers in music. The projects will be approved by the instructor and may include a Senior Lecture Recital, a substantial Recording Project, a Portfolio of Original Compositions, a Portfolio of Creative Projects that involve Music Technology or a Career Path Project designed to adapt to the specific needs and interests of the students. The course ends with a public performance or presentation with at least half of the proposed project completed during the Fall semester, when the student is enrolled in MUS 4900 Senior Capstone I, and a presentation of the completed project during the Spring semester, when the student is enrolled in MUS 4910 Senior Capstone II.

**Travel Abroad Opportunities:** Molloy College values international travel and international education. Molloy encourages music students to take advantage of Molloy’s study abroad program. Molloy Music students have travelled internationally to diverse locations such as Hungary, Austria, Czech Republic, Spain, France, Ireland and England among many other destinations. This is a wonderful opportunity to learn about music and music history by traveling abroad to see in-person the historic sites where musicians lived and worked.

**Music—B.S.**

New York State Registered Program Code: 76551

HEGIS Code: 1004.00 {Music Performance}

Molloy Program of Study Code: MUSBS

**Program Learning Outcomes**

Students will be able to:

- Be proficient in reading, writing and realizing musical notation. Students engage and recognize notational practices from a range of eras and styles. Students are proficient in creating original scores with computer notation software.
- Understand musical processes, aesthetic properties of styles, and the way cultural and social forces shape and are shaped by musical practice.
- Be cultivated musicians, well-acquainted with musical literature from diverse cultures, periods and aesthetic currents.
- Engage critically with music through writing, developing original ideas and defending musical judgments.
- Be proficient performers in their primary instrument or voice in a variety of ensemble settings.
- Be proficient with the creative process of making music through composition or improvisation.

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Fine Arts (2 disciplines)</td>
<td>3</td>
</tr>
<tr>
<td>English, Languages and Literature</td>
<td>3</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Math and Science</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy, Theology/Religious</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Core Course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Music Core Requirements** (40 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1020 Sight Singing/Ear Training I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 1120 Harmony I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 1140 Computer Writing-Music</td>
<td>1</td>
</tr>
<tr>
<td>MUS 1160 Form and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 1610 Introduction to Digital Audio</td>
<td>1</td>
</tr>
<tr>
<td>MUS 1990 History of Music I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 2000 History of Music II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 2030 Music in the Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td>MUS 2040 Sight Singing/Ear Training II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 2060 Sight Singing/Ear Training III</td>
<td>2</td>
</tr>
<tr>
<td>MUS 2130 Harmony II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 2160 Orchestration I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 2180 Conducting I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 2230 Keyboard Harmony I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 2260 Conducting II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 3140 Harmony III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 3150 Keyboard Harmony II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 4900 Senior Capstone I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 4910 Senior Capstone II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Music History/Theory Elective Requirement** (6 credits minimum in additional Music History/Theory Electives):
**Piano Requirement for Non-Pianists**

Determined by a placement exam. Waivers given by the Department Chair to pianists who do not need the courses (2 credit minimum)*:

- Non-pianists complete 2 credits from MUS 1100, 1110, 1260 or 2200:
  - MUS 1100 Class Piano
  - MUS 1110 Advanced Class Piano
  - MUS 1260 Piano
  - MUS 2200 Piano Accompaniment

**Applied Music Requirement** (8 credits)**:

- Select Applied Music courses from: MUS 1260 Piano
- MUS 1100 Class Piano
- MUS 1260 Piano

**Ensemble Requirement**: Required each semester for 0-1 credits. Must be selected relative to student’s primary instrument or voice. Complete from the following (6 credits)***:

- MUS 1660 Vocal Ensemble
- MUS 1670 Chamber Singers
- MUS 1680 Opera Ensemble
- MUS 1720 Interactive Technology Ensemble
- MUS 1740 Chamber Ensemble
- MUS 1750 Jazz and Contemporary Music Ensemble
- MUS 1760 Percussion Ensemble
- MUS 1820 Concert Choir
- MUS 1840 Brass Ensemble
- MUS 1850 Guitar Ensemble
- MUS 1860 String Ensemble
- MUS 1870 Woodwind Ensemble
- MUS 1900 Orchestra

**Recital Attendance Requirement** (0 credits)****:

- MUS 0100 Recital Attendance (Required for 7 semesters)

**Related Requirements** (3 credits):

- Take 3 credits***** in a Languages or a Literature:
- Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses
- Literature: Refer to the General Education Section of the Catalog for appropriate courses

**Electives**: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives. If MUS 1010 is required for 2 credits, take 2 less Electives. If Piano Requirement is not needed, take 2 additional credits.

*(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)*

**Total**: 128

---

**Programs for Music Therapy Majors**

The B.S. Program in Music Therapy provides students with the necessary theoretical knowledge, practical techniques and clinical experience required to use music as a therapeutic modality with children and adults who have special needs. The program is interdisciplinary and incorporates both the music coursework to develop students’ musicianship skills, and the coursework in Psychology to provide models for evaluations and treatment of clinical populations. Courses in Music Therapy include the theoretical basis for music as therapy and music in therapy, exploration of clinical techniques and models, training in clinical improvisation, music therapy lab experiences and fieldwork experiences at clinical sites on Long Island and the Metropolitan area. The culminating experience of the student’s training is a 900 hour clinical internship completed in the senior year.

The B.S. in Music Therapy—the only B.S. program on Long Island that is approved by the American Music Therapy Association (AMTA), Graduates of Molloy’s dynamic program are eligible to sit for the Board Certification Exam in Music Therapy. Upon passing this exam, the student acquires the credential, Music Therapist—Board Certified (MT–BC).

**PROGRAM PROGRESSION FOR MUSIC THERAPY MAJORS**

Students must follow the professional dispositions and progression guidelines in the “Music Therapy Student Handbook.” Additionally, students are required to adhere to the Molloy College and Music Department standards and guidelines, as well as the “American Music Therapy Association (AMTA) Professional Competencies and the Code of Ethics” throughout their academic career at Molloy. Students will engage in self-reflection and self-assessment in all required Music Therapy courses. In addition, as a team, the faculty and on-site supervisors will guide and monitor student progress according to specific academic and clinical performance standards, each semester. Students’ overall work, maturity level, writing ability and professional dispositions will be assessed in order to determine whether or not they can proceed to the next phase of Music Therapy training. (See the Music Therapy Student Handbook.) Students must demonstrate their proficiency in the requirements listed below:

- Grades of a “C+” or better are required in all music, music therapy Major coursework and Related coursework (psychology requirements.) The same Music Therapy or psychology course may be repeated one time only. Failure to attain a grade of at least “C+” the second time necessitates withdrawal from the program. Students may withdraw from the same music course no more than once. Failure of a third music therapy course will
result in dismissal from the music therapy program. The department reserves the right to review and modify this failure policy.

- Students must pass a music therapy jury (which is a formal evaluation of music skills by Departmental Faculty) with a minimum score of “85” prior to Music Therapy Fieldwork I (MUS 3740) and a minimum score of “90” prior to Music Therapy: Internship I (MUS 4600).
- Students who do not successfully pass music therapy juries prior to fieldwork or internship may be offered one more opportunity to re-take their jury at a time determined by the music therapy faculty. It is up to the discretion of the jury panel whether or not students will receive a second chance to re-take their jury. Also, students are required to take additional applied instruction in piano, voice and/or guitar at their own expense. The Director of Undergraduate Music Therapy will assign applied instructors.
- Failure of the first music therapy jury can result in a delay in completing the necessary sequential coursework and clinical work needed to graduate within the four years or a withdrawal from the program. Failure of a second music therapy jury will result in dismissal from the music therapy program. The department reserves the right to review and modify this failure policy.
- Students must meet Professional Disposition Competencies. (See Student Handbook). If students to not meet Professional Disposition competencies, they will be required to register for a one credit course (MUS 2800), “Professional Growth in Music Therapy Training.” Upon successful completion of the course, the student will be allowed to register for either MUS 2470 or MUS 4600. The Professional Growth course may only be taken one time during the student’s matriculation at Molloy.
- Students may withdraw from a required music course only one time.
- Upon completion of these requirements and with a recommendation from the Music Therapy faculty and on-site supervisors, students are qualified to proceed to the next phase of clinical training.

**MUSIC THERAPY—B.S.**

New York State Registered Program Code: 84238
HEGIS Code: 1099.00 (Fine and Applied Arts Other)
Molloy Program of Study Code: MUTBS

**Program Learning Outcomes**

Students will be able to:

- Be proficient in written and oral communication. Students are effective communicators who actively listen to others musically and verbally.
- Apply theoretical knowledge, methods, techniques and clinical experiences by interpreting and synthesizing information with accuracy.
- Be knowledgeable and respectful of diverse cultural backgrounds while treating all persons with dignity and respect, providing a culturally-informed approach.
- Locate, leverage and/or create opportunities for musical and social engagement in a variety of diverse communities.
- Apply clinical and functional musical skills toward music therapy practice, including proficiency, knowledge, and flexibility using the voice, piano, and guitar to improvise, compose, and recreate pre-composed music.
- Demonstrate an awareness of current issues, philosophies, scholarship, methods, materials, research, continuing education opportunities and practices in music therapy.

---

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (32 credits needed)

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Fine Arts (1 out of 2 disciplines)</td>
<td>3</td>
</tr>
<tr>
<td>English, Languages and Literature (1 of each discipline)</td>
<td>3</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (2 out of 3 disciplines)</td>
<td>6</td>
</tr>
<tr>
<td>Math and Science (1 of each discipline)</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline)</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education (1 credit)</td>
<td>1</td>
</tr>
<tr>
<td>Core Course (4 credits)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Music Theory Placement Requirement** (0-2 credits pending waiver):

- MUS 1010* Theory Fundamentals (Students who fail the department’s Theory Placement Exam must complete 2 additional credits from Electives)

**Major Requirements** - (70-73 credits varies pending Ensemble credits, not including Music Theory Placement):

**Music Core Requirements** (28 credits):

- MUS 1020 Sight Singing/Ear Training I         | 2       |
- MUS 1120 Harmony I                            | 3       |
- Take either* MUS 1140 or MUS 1610 (1 credit): | 1       |
- MUS 1140 Computer Writing-Music               | *       |
- MUS 1610 Introduction to Digital Audio        | *       |
- MUS 1990 Music History I                      | 3       |
- MUS 2000 History of Music II                  | 3       |
- MUS 2040 Sight Singing/Ear Training II        | 2       |
- MUS 2060 Sight Singing/Ear Training III       | 2       |
- MUS 2130 Harmony II                           | 3       |
- MUS 2230 Keyboard Harmony I                   | 1       |

Complete 4 credits ** (4 credits required): | 4       |

- MUS 1060 Fundamentals of Guitar (1-3)          | **      |
- MUS 1100 Class Piano (1-3)                     | **      |
MUS 1110 Advanced Class Piano (1-3)
MUS 1260 Piano (1)
MUS 1540 Guitar (1)
MUS 2070 Advanced Class Guitar
MUS 2200 Piano Accompaniment
MUS 3140 Harmony III
MUS 3150 Keyboard Harmony II

**Music Therapy Requirements (35 credits):**

**Take either*** MUS 1070 or MUS 1580 (3 credits)

MUS 1070 History of Music and Healing
MUS 1580 Introduction to Music Therapy
MUS 1910 Percussion Workshop
MUS 2720 Music Therapy: Theories and Methods I
MUS 2730 Music Therapy: Theories and Methods II

Complete MUS 2830 twice** for 1 credit each time:

MUS 2830 Music Therapy Lab (2 credits total)
MUS 3740 Music Therapy Fieldwork I
MUS 3750 Music Therapy Fieldwork II
MUS 3790 Music Therapy Clinical Documentation
MUS 3800 Professional Skills for Music Therapy
MUS 3850 Introduction to Music Therapy Research

Complete two Clinical Improvisations (6 credits):

MUS 3780 Clinical Improvisation
MUS 3820 Clinical Piano Improvisation

Complete two Internships (6 credits):

MUS 4600 Music Therapy Internship I
MUS 4610 Music Therapy Internship II

**Applied Music Requirements** -(8 credits)***: 8

Select Applied Music courses from: MUS 1250-1540

**Ensemble Requirements** - Complete from the following courses (0-2 credits)****: 0-2

MUS 1660 Vocal Ensemble
MUS 1670 Chamber Singers
MUS 1680 Opera Ensemble
MUS 1720 Interactive Technology Ensemble
MUS 1740 Chamber Ensemble
MUS 1750 Jazz and Contemporary Music Ensemble
MUS 1760 Percussion Ensemble
MUS 1820 Concert Choir
MUS 1840 Brass Ensemble
MUS 1850 Guitar Ensemble

MUS 1860 String Ensemble
MUS 1870 Woodwind Ensemble
MUS 1900 Orchestra

**Vocal Requirement** (1 credit)*****: 1-2

MUS 1660 Vocal Ensemble, MUS 1670 Chamber Singers, MUS 1820 Concert Choir, MUS 1940 Singing and Signing: Level 1 or MUS 1300 Voice (MUS 1660, MUS 1670, MUS 1680 or MUS 1820 may be taken for 0-1 credit, but should be taken for credit)

MUS 1950 Vocal Techniques (1 credit)

**Recital Attendance Requirement** (0 credits)***: 0

MUS 0100 Recital Attendance (Required for 8 semesters)

**Related Requirements** (18 credits):

Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses

Take 3 additional credits in a second Languages or a Literature:

Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses

Literature: Refer to the General Education Section of the Catalog for appropriate courses

PSY 1110 General Psychology
PSY 2040 Developmental Psychology
PSY 3260 Abnormal Psychology
PSY Elective (With Advisor’s Approval)

**Electives:** The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives. If MUS 1010 is required for 2 credits, take 2 less Electives. Adjust Electives for Ensemble credits.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major and Related requirements will also satisfy the General Education requirement: MUS 2000 and PSY 1110. The Languages and Languages/Literature requirements are met as 6 credits of Related Requirements.

---

**Programs for Dual Degree Music Therapy Majors**

The B.S./M.S. Dual Degree Program in Music Therapy provides students with the necessary theoretical knowledge, practical techniques and clinical experience required to use music as a therapeutic modality with children and adults having special
needs. The program is interdisciplinary and incorporates both the music coursework to develop students’ musicianship skills, and the coursework in Psychology to provide models for evaluations and treatment of clinical populations. Courses in Music Therapy and Music Psychotherapy include the theoretical basis for music as therapy and music in therapy, exploration of clinical techniques and models, training in clinical improvisation, music therapy lab experiences and fieldwork experiences at clinical sites on Long Island and the Metropolitan area. The culminating experience of the student’s training is a 900 hour clinical internship completed in the senior year.

The B.S./M.S. Dual Degree in Music Therapy—the only B.S. program on Long Island that is approved by the American Music Therapy Association (AMTA). Graduates of Molloy’s dynamic program are eligible to sit for the Board Certification Exam in Music Therapy. Upon passing this exam, the student acquires the credential, Music Therapist—Board Certified (MT–BC).

**PROGRAM PROGRESSION FOR MUSIC THERAPY MAJORS**

**Progression requirements are:**
- A grade of “B” or better is necessary for all required music and music therapy courses. These courses can be repeated one time. Failure to attain a grade of at least “B” when taking a music or music therapy course for the second time for the second time will necessitate withdrawal from the program.
- Students must pass a music therapy dual degree jury (which is a formal evaluation of music skills by Departmental Faculty) with a minimum score of “85” prior to Music Therapy Fieldwork I (MUS 3740) and again prior to Music Therapy Fieldwork II (MUS 3750). These juries can be repeated one time. Failure to attain at least an “85” when taking a jury for the second time necessitates withdrawal from the program.
- Students must pass a music therapy jury with a minimum score of “90” in order to begin MUS 5200. These juries can be repeated one time. Failure to attain at least a “90” when taking a jury for the second time necessitates withdrawal from the program.
- Students may withdraw from a required music course only one time.
- Students must meet Professional Disposition Competencies. (See Student Handbook).

**Requirements for Acceptance into Dual Degree Program (DDP) in Music Therapy:**

The Dual Degree Program (DDP) allows students to build on their knowledge base and expedite their training. The DDP permits students to replace nine credits of baccalaureate study with nine credits of master’s study. Students apply to the Dual Degree at the end of their Junior year.

- Students are required to have a strong academic background and maintain a minimum cumulative grade point average of 3.0 (on a 4.0 scale).
- Students need to receive a “B” or better in ALL music courses as well as in Abnormal Psychology and Developmental Psychology.
- A personal interview regarding the student’s eligibility is required.
- Student must be able to pass the Music Therapy Internship jury with a score of “90” or better on both guitar and piano.
- Additional assessments will be employed prior to matriculation in graduate programs. (See the Music Therapy Handbook.)
- Students must meet Professional Disposition Competencies (see student handbook).

**MUSIC THERAPY—B.S. (DUAL DEGREE M.S.)**

New York State Registered Program Code: 32101
HEGIS Code: 1099.00 {Fine and Applied Arts Other}
Molloy Program of Study Code: MUDBS

**Program Learning Outcomes**

Students will be able to:
- Demonstrate proficiency in written and oral communication. Students are effective communicators who actively listen to others musically and verbally.
- Apply theoretical knowledge, methods, techniques and clinical experiences by interpreting and synthesizing information with accuracy.
- Be knowledgeable and respectful of diverse cultural backgrounds while treating all persons with dignity and respect, providing a culturally-informed approach.
- Locate, leverage and/or create opportunities for musical and social engagement in a variety of diverse communities.
- Apply clinical and functional musical skills toward music therapy practice, including proficiency, knowledge and flexibility using the voice, piano and guitar to improvise, compose and recreate pre-composed music.
- Demonstrate an awareness of current issues, philosophies, scholarship, methods, materials, research, continuing education opportunities and practices in music therapy.
- Utilize and apply advanced music psychotherapy skills in clinical practice.

---

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE

- **Arts and Fine Arts (1 out of 2 disciplines) (3 credits):** ART History/COM Speech
- **English, Languages and Literature (1 of each discipline) (3 credits):** ENG 1100; (See Related Requirements for Languages and Languages/Literature requirements)
- **Social and Behavioral Sciences (2 out of 3 disciplines) (6 credits):** HIS/POL/SOC
- **Math and Science (1 of each discipline) (6 credits):** MAT; and Science course
- **Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):** PHI; TRS; and ETH
- **Physical Education (1 credit):** PED
- **Core Course (4 credits):** COR

**Music Theory Placement Requirement (0-2 credits*) pending waiver):**
MUS 1010* Theory Fundamentals (Students who fail the department’s Theory Placement Exam must complete 2 additional credits from Electives) (0-2)

Major Requirements - (73-76 credits varies* pending Ensemble credits, not including Music Theory Placement):

Music Core Requirements (28 credits):
MUS 1020 Sight Singing/Ear Training I 2
MUS 1120 Harmony I 3
Complete either* MUS 1140 or MUS 1610 (1 credit): 1
MUS 1140 Computer Writing-Music *
MUS 1610 Introduction to Digital Audio *
MUS 1990 History of Music I 3
MUS 2000 History of Music II 3
MUS 2040 Sight Singing/Ear Training II 2
MUS 2060 Sight Singing/Ear Training III 2
MUS 2130 Harmony II 3
MUS 2230 Keyboard Harmony I 1
Complete 4 credits** MUS 1060, 1100, 1110/1260/1540/2070 or 2200 (3 credits required):
MUS 1060 Fundamentals of Guitar (1-3) **
MUS 1100 Class Piano (1-3) **
MUS 1110 Advanced Class Piano (1-3) **
MUS 1260 Piano (1) **
MUS 1540 Guitar (1) **
MUS 2070 Advanced Class Guitar **
MUS 2200 Piano Accompaniment **
MUS 3140 Harmony III 3
MUS 3150 Keyboard Harmony II 1

Music Therapy Requirements (35 credits):
Complete either* MUS 1070 (for transfer students only) or MUS 1580 (3 credits): 3
MUS 1070 History of Music and Healing *
MUS 1580 Introduction to Music Therapy *
MUS 1910 Percussion Workshop I 1
MUS 2720 Music Therapy: Theories and Methods I 3
MUS 2730 Music Therapy: Theories and Methods II 3
Complete MUS 2830 twice** for 1 credit each time: 2
MUS 2830 Music Therapy Lab (2 credits total) **
MUS 3740 Music Therapy Fieldwork I 3
MUS 3750 Music Therapy Fieldwork II 3
MUS 3790 Music Therapy Clinical Documentation 1
MUS 3800 Professional Skills for Music Therapy 1
MUS 3850 Introduction to Music Therapy Research 3
Complete two Clinical Improvisations (6 credits):
MUS 3780 Clinical Improvisation 3
MUS 3820 Clinical Piano Improvisation 3
Complete Graduate-level Internships/ Psychotherapy (9 credits):
MUS 4600/MUS 5200 Music Therapy Internship I 3
MUS 4610/MUS 5210 Music Therapy Internship II 3
MUS 5290 Basic Theories of Psychotherapy and Their Relationship to Music Therapy 3

Applied Music Requirements - (8 credits)***: 8
Select Applied Music courses from: MUS 1250-1540 ***

Ensemble Requirement - Complete from the following courses (0-2 credits)****: 0-2
MUS 1660 Vocal Ensemble ****
MUS 1670 Chamber Singers ****
MUS 1680 Opera Ensemble ****
MUS 1720 Interactive Technology Ensemble ****
MUS 1740 Chamber Ensemble ****
MUS 1750 Jazz and Contemporary Music Ensemble ****
MUS 1760 Percussion Ensemble ****
MUS 1820 Concert Choir ****
MUS 1840 Brass Ensemble ****
MUS 1850 Guitar Ensemble ****
MUS 1860 String Ensemble ****
MUS 1870 Woodwind Ensemble ****
MUS 1900 Orchestra ****

Vocal Requirement***** (1 credit): 1-2
MUS 1660 Vocal Ensemble, MUS 1670 Chamber Singers, MUS 1820 Concert Choir, MUS 1940 Singing and Signing or MUS 1300 Voice (MUS 1660, MUS 1670 or MUS 1820 may be taken for 0-1 credit, but should be taken for credit) *****
MUS 1950 Vocal Techniques (1 credit) *****

Recital Attendance Requirement (0 credits)******:
MUS 0100 Recital Attendance (Required for 8 semesters) ******

Related Requirements (15 credits):
Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses 3
Take 3 additional credits in a second Languages or a Literature: 3
Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses

Literature: Refer to the General Education Section of the Catalog for appropriate courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1110 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2040 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3260 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY Elective is met with MUS 5290 in Music Therapy Major Requirement</td>
<td>0</td>
</tr>
</tbody>
</table>

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives. If MUS 1010 is required for 2 credits, take 2 less Electives. Adjust Electives for Ensemble credits.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major and Related requirements will also satisfy the General Education requirement: MUS 2000 and PSY 1110. The Languages and Languages/Literature requirements are met as 6 credits of Related Requirements.

GRADUATE COURSE SUBSTITUTIONS FOR MUSIC THERAPY

Students accepted into the Dual Degree in Music Therapy may substitute maximum of nine (9) graduate credits for nine (9) undergraduate credits depending upon individualized transfer credit evaluations and advisement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 5200 Internship I</td>
<td>MUS 4600</td>
</tr>
<tr>
<td>MUS 5210 Internship II</td>
<td>MUS 4610</td>
</tr>
<tr>
<td>MUS 5290 Basic Theories of Psychotherapy and Their Relationship to Music Therapy</td>
<td>Related Psychology Course</td>
</tr>
</tbody>
</table>

Dual degree students must be awarded a bachelor’s degree prior to being formally accepted into the MS program. Dual degree students will need to be assessed by the Program Director prior to matriculating in the graduate program. No additional graduate-level courses other than those specified in this catalog as approved for substitution may be taken until the award of the bachelor’s degree.
Philosophy

The Center for Social and Ethical Concerns
1079 Hempstead Avenue
516.323.3340

Howard Ponzer, Chairperson

Professors: Howard Ponzer, Michael S. Russo

Associate Professor: John Yanovitch

Assistant Professor: Kimberly Engels

Adjunct Assistant Professors: Rafael Rustico Macaranas, Joseph Marino

Adjunct Instructors: Nathaniel Brown, Cassandra Evans, Eric Karahalis, Mark Murynec, Bartholomew Slaninka

DOUBLE MAJORS

Philosophy majors are trained to be critical thinkers, to have a high level of moral awareness and to be proficient oral and written communicators—skills that are highly prized by prospective employers. Philosophy graduates can be found working as lawyers, teachers, diplomats, researchers, social workers, entrepreneurs and high-level members of nonprofit and governmental organizations. For students not wishing to pursue a graduate degree in Philosophy, the department strongly encourages a Double Major, pairing Philosophy with a Bachelor’s degree in such disciplines as Art, Business, Criminal Justice, English, History and Political Science, Modern Languages or Sociology.

GENERAL EDUCATION REQUIREMENTS

All students are required to take at least 3 credits in Philosophy. Students may select any course with a PHI designation with the exception of courses restricted to Philosophy majors or minors (PHI 4600 or PHI 4900) to fulfill their Philosophy requirements. Students are also required to take one Ethics course. See courses listed under the designation ETH. (ETH 5050 is intended for Dual Degree Nursing students only)

INTERDISCIPLINARY STUDIES

Courses for an Interdisciplinary Studies concentration in Philosophy must be selected in consultation with the Chairperson of the Philosophy Department.

MINORS

The Philosophy department offers minors in Philosophy and Applied Ethics. Minor requirements are described in the section of the catalog on Minors.

Programs for Philosophy Majors

PHILOSOPHY—B.A.

New York State Registered Program Code: 07463
HEGIS Code: 1509.00 (Philosophy)
Molloy Program of Study Code: PHIBA

Program Learning Outcomes

Students will be able to:

• Students will demonstrate the ability to read, interpret, and critically evaluate arguments in a variety of foundational historical texts in the Western philosophical tradition.
• Students will formulate and defend their own philosophical positions on foundational issues in metaphysics, epistemology and ethics in both speech and writing.
• Students will explain key philosophical issues in metaphysics and epistemology in the Western tradition and identify their role in the lifelong search for truth.
• Students will apply ethical principles and theories to decision-making regarding contemporary moral issues as a foundation for ethical leadership.
• Students will compare, contrast and critically evaluate competing worldviews on metaphysical, epistemological, and ethical issues.
• Students will describe the role of philosophy beyond their major, including connections with other disciplines, their future careers, and Molloy’s four pillars of service, study, spirituality, and community.

Credits

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE

**Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech**

**English, Languages and Literature (1 of each discipline) (3 credits): ENG 1100; (See Related Requirements for Languages and Languages/Literature requirements)**

**Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC**

**Math and Science (1 of each discipline) (6 credits): MAT; and Science course**

**Philosophy, Theology/Religious Studies and Ethics (1 discipline) (3 credits): TRS**

**Physical Education (1 credit): PED**

**Core Course (4 credits): COR**

**Major Requirements (36 credits):**

**Complete either PHI 1000 or PHI 2900 (3 credits*):**

**PHI 1000 Philosophy: The Pursuit of Wisdom**

**PHI 2900H (Honors) Civilized Ideas (Honors Program students)**

**PHI 1020 Critical Thinking**

**PHI 2130 Ancient Philosophy**

**PHI 2590 Modern Philosophy (Descartes to Kant)**

**PHI 4600 Internship in Philosophy**

**PHI 4900 Research Seminar**
Complete 3 credits** of ETH 2500 or any one Ethics course (3 credits):

ETH 2500 Ethics: Theory and Practice

Any ETH course

Complete 6 credits*** from the History of Philosophy field:

PHI 2150 Medieval Philosophy

PHI 2170 Nineteenth Century Philosophy: Freedom and Revolution

PHI 2610 Contemporary Philosophy

Complete 9 additional credits of Philosophy/Ethics (9 credits)

Related Requirements (6 credits):

Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses

Take 3 credits in a second Language or a Literature:

Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses

Literature: Refer to the General Education Section of the Catalog for appropriate courses

Electives: 20 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 1000 counts towards required Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 32, because the following Major and Related requirements will also satisfy the General Education requirement: PHI 1000/2900, and the ETH 2500Any Ethics course. The Languages and Languages/Literature requirements are met as 6 credits of Related Requirements.

Recommended elective courses in consultation with advisor:

Generally, majors considering graduate work are strongly encouraged to take elective courses in areas that will improve their critical thinking and oral and written communications skills (e.g., English, history, political science, communication arts, sociology or theology), to take additional upper-level philosophy classes or to take classes in a foreign language that will develop their language proficiency. Philosophy majors are also invited to take classes that are interesting and engaging to them from any academic discipline (e.g., art, music, science, math, etc.).

All Philosophy majors not doing Pre-Law will be strongly encouraged to have a second major. Currently the Philosophy department has collaborative arrangements for double majors with numerous academic departments.

PHILOSOPHY FOR PRE-LAW

The law affects every area of life, and lawyers work in every conceivable field. As a result, the law offers many opportunities for personal and career advancement as well as for public service. The possibilities for those with law degrees are endless. Law graduates work with corporations, public service organizations, universities or as solo practitioners. Many graduates use the skills obtained from their law education to pursue careers outside the legal profession. Whatever one’s chosen field, a legal education provides excellent skills for the future.

Although students can choose virtually any major as a preparation for Law School, the discipline of philosophy specifically promotes and develops the pre-law student’s thinking skills and mental discipline. Because of the intimate and selective nature of the Philosophy Department at Molloy, students who choose to major in philosophy receive personalized instruction in small-sized classes from experts in their own fields. Among the other advantages of majoring in Philosophy for Pre-Law at Molloy College are:

- The presence of an experienced Pre-Law advisor to assist students in their academic and career decisions
- Specialized courses to train the student in critical thinking, argumentation and effective communication in anticipation of a career in Law
- Internships available
- The opportunity to spend a semester or full year studying philosophy at the renowned Institute of Philosophy of the University of Leuven in Belgium or Blackfriar’s College at Oxford University, England
- LSAT preparation for all Philosophy majors
- The S. Janet A. Fitzgerald Scholarship available to a Molloy student majoring in Philosophy.

Major Requirements:

Recommended Philosophy Electives: ETH 2540, PHI 2370, 3100.

Recommended Outside Electives: BLW 2400, BLW 2410, CRJ 1010, CRJ 2630, CRJ 2800, CRJ 2810, ECO 2510, ECO 2520, ENG 2310, ENG 2360, ENG 3650, LGL 1030, POL 1000, POL 1010, POL 2000, POL 3020, POL 3030, SOC 2320, SOC 2380, SOC 2410, SOC 2830, SWK 3480.

Psychology

Siena Hall, S-100
516.323.3840

Melissa Gebbia, Chairperson

Professors Emeriti: Mary T. Fitzpatrick, Mary Ann O’Donoghue, Andrea Spata

Professors: Charles Callahan, Cheryl Camenzuli, Melissa Gebbia

Assistant Professors: Carol Guarcello, Ann Eckardt Erlanger
Adjunct Assistant Professors: Daniel Calderone, Christian J. Lynch, Steven Shatz

Adjunct Instructors: Lauren Loyal, Marie Mues, Steve Perino

FACILITIES

Laboratory facilities are equipped with a variety of research instruments and computers. In the lab, students develop basic research skills and eventually pursue original research projects under the guidance of department faculty.

CAREER ORIENTATION

Preparation for a career should extend beyond the confines of coursework. Therefore, the faculty are committed to providing a meaningful context for that preparation. Four areas of enrichment are emphasized.

• Advisement: A highly personalized information feedback and career counseling system whereby the student is encouraged to make appropriate use of his or her talents and abilities in planning his or her program of study.
• Required Readings: A carefully constructed reading program intended to broaden interests, fill the gaps and generally enhance the student’s knowledge and understanding of psychology.
• Colloquia: A series of lectures designed to bring the student “face to face” with experts in various fields of psychology. (See PSY 4001, 4002, 4003)
• Internship/Practicum: An intensive, supervised fieldwork involvement geared to the student’s career interests in psychology. (See PSY 4600)

Students interested in a particular career in Psychology should consult with their advisors before choosing their electives.

GENERAL EDUCATION REQUIREMENT

PSY 1110, 2040/2050, 2060 and 2370 satisfy the general education requirement in Psychology for non-education majors.

Education majors in the following programs should take the following psychology courses to satisfy the general education requirements:

Childhood/Special Education—PSY 2040 or PSY 2050 required (PSY 2040 preferred)
Adolescence/Special Education—PSY 2040 or PSY 2060 required (PSY 2040 preferred)
Childhood—Special Subject (Visual Art and Music) — PSY 2040 required

INTERDISCIPLINARY STUDIES

In consultation with the department chairperson, Interdisciplinary Studies majors with a concentration in Psychology must take a minimum of 21 credits in Psychology, which include the following...
required courses, PSY 1110, PSY 2040, PSY 2050, PSY 3260, and 12 elective credits that include advanced courses at the PSY 2000/3000/4000-level.

MINORS

The Psychology Department offers a minor in Psychology and a minor in Child Life. Minor requirements are described in the section of the catalog on Minors.

PSYCHOLOGY EDUCATION PROGRAM OF STUDY

For the Childhood Education 1-6/Early Childhood Birth-2 program requirements, refer to “Psychology Education Program of Study” in the “School of Education and Human Services” section of the catalog.

Psychology—B.S

New York State Registered Program Code: 07470
HEGIS Code: 2001.00 (Psychology, General)
Molloy Program of Study Code: PSYBS

Program Learning Outcomes

Students will be able to:

• Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends and empirical findings to discuss how psychological principles apply to behavioral problems.
• Demonstrate the development of scientific reasoning and problem solving, including effective research methods.
• Demonstrate familiarity with the formal regulations that govern professional ethics in psychology.
• Write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others and express their own ideas with clarity.
• Work collaboratively using psychology-specific content and skills, demonstrate effective self-reflection and professional work management skills.

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Course (4 credits):</strong> COR</td>
</tr>
<tr>
<td><strong>Major Requirements (40 credits):</strong></td>
</tr>
<tr>
<td>PSY 1110 General Psychology</td>
</tr>
<tr>
<td>Complete either* PSY2040, 2050 or 2060:</td>
</tr>
<tr>
<td>PSY 2040 Developmental Psychology</td>
</tr>
<tr>
<td>PSY 2050 Child Development I: Prenatal Through Middle Childhood</td>
</tr>
<tr>
<td>PSY 2060 Child Development II: Middle Childhood Through Adolescence</td>
</tr>
<tr>
<td>PSY 2130 Statistics for the Behavioral Sciences</td>
</tr>
<tr>
<td>PSY 2450 Psychological Assessment</td>
</tr>
<tr>
<td>PSY 3010 Bio-Psychology</td>
</tr>
<tr>
<td>PSY 3110 Experimental Psychology</td>
</tr>
<tr>
<td>PSY 3120 Advanced Experimental Psychology</td>
</tr>
<tr>
<td>PSY 3260 Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 4001 Colloquium I</td>
</tr>
<tr>
<td>Complete one course** from the following:</td>
</tr>
<tr>
<td>PSY 3450 Long Island Leads</td>
</tr>
<tr>
<td>PSY 4600 Practicum/Internship I</td>
</tr>
<tr>
<td>PSY 4900 Senior Seminar</td>
</tr>
<tr>
<td>Complete one** Application course from the following:</td>
</tr>
<tr>
<td>PSY 3020 Behavior Modification</td>
</tr>
<tr>
<td>PSY 3250 History and Systems of Psychology</td>
</tr>
<tr>
<td>PSY 3570 Clinical Counseling</td>
</tr>
<tr>
<td>PSY 3620 Organizational Psychology</td>
</tr>
<tr>
<td>Complete one*** Foundation course from the following:</td>
</tr>
<tr>
<td>PSY 3240 Social Psychology Seminar</td>
</tr>
<tr>
<td>PSY 3530 Personality</td>
</tr>
<tr>
<td>PSY 3560 Sensation and Perception</td>
</tr>
<tr>
<td>PSY 3650 Cognitive Psychology</td>
</tr>
<tr>
<td>Complete 1 additional 2000/3000/4000-level PSY courses for 3 credits</td>
</tr>
</tbody>
</table>

**Related Requirements (3 credits):**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1150A Elementary Statistics</td>
</tr>
<tr>
<td><strong>Electives:</strong> Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 1000 counts as towards Electives Requirement.</td>
</tr>
<tr>
<td>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major and Related requirements will also satisfy the General Education requirement: PSY 1110 and MAT 1150A.
Sociology and Anthropology

Kellenberg Hall, K-312
516.323.3860
Meritta B. Cullinan, Chairperson

Professors: Meritta B. Cullinan, Kathleen Maurer Smith
Associate Professor: Michael Santaniello
Assistant Professor: Jeanne E. Kimpel
Adjunct Associate Professor: Regina Spires Robin
Adjunct Assistant Professor: Anthony Cantiello
Adjunct Instructor: John Alberda

To provide students with a core of sociological knowledge, i.e., an understanding of social institutions, the importance of the socio-cultural aspects of human life, the dynamics of social change and an awareness of the social forces prevailing in society.

GENERAL EDUCATION REQUIREMENTS

The following Sociology courses fulfill the general education requirements: SOC 1010, 1520, 1610, 1660 or 2900H (Honors Program students only).

FACILITIES

The Dr. Joan Reidy Merlo Community Research Institute, which was established in 1987, produces low cost, high quality research to benefit the community. It provides research opportunities for faculty and students. Through CRI, students can develop data entry, statistical analysis, table construction and report preparation skills.

INTERDISCIPLINARY STUDIES

In consultation with the departmental chairperson, Interdisciplinary Studies majors concentrating in Sociology must take a minimum of 21/22 credits in Sociology.

The requirements are: SOC 1010; one course from the following: SOC 1520, 1610, 1660, 2220, 2320, 2360, 2410, 2450, 2710; one course from the following: SOC 2110, 2350, 2380, 2530, 3310, 3330, 3500; one course from the following: SOC 3000 (with recommended, but not required SOC 3950), 3010, 3020; and three elective SOC courses for nine (9) additional credits.

MINORS

The Sociology and Anthropology Department offers minors in Sociology, Anthropology, Applied Sociological Research and Diversity and Inclusion Studies. Minor requirements are described in the section of the catalog on Minors.

SOCIology EDUCATION PROGRAM OF STUDY

For the Childhood Education 1-6/Early Childhood Birth-2 program requirements, refer to “Sociology Education Program of Study” in the “School of Education and Human Services” section of the catalog.

Sociology—B.A.

New York State Registered Program Code: 07474
HEGIS Code: 2208.00 (Sociology)
Molloy Program of Study Code: SOCBA

Program Learning Outcomes

Students will be able to:

• Demonstrate an understanding of social institutions and the importance of the socio-cultural aspects of human life.
• Demonstrate an awareness of: the dynamics of social change, the social forces prevailing in society and the diversity of human life.
• Think and write critically and analytically about social and cultural issues.
• Demonstrate a comprehensive knowledge of Sociology and a preparedness for graduate study.
• Be prepared for entrance into the occupational structure.
• Conduct and critique social research, and thus, be prepared for entry level research positions.
• Demonstrate proficiency in the use of technology for accessing scholarly information, and for research-related activities.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech 6

English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature 9

Social and Behavioral Sciences (3 out of 4 disciplines) (6 credits): HIS/POL/PSY 6

Math and Science (3 credits): Science course 3

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH 9

Physical Education (1 credit): PED 1

Core Course (4 credits): COR 4

Major Requirements (40 credits):

Complete either SOC 1010/SOC 2900H (3 credits*): 3
SOC 1010 Introductory Sociology *
SOC 2900H (HONORS) Sociological Imagination (Honors Program students) *
SOC 3000 Basics of Social and Behavioral Research Methods 3
SOC 3010 Social Theory I - Foundations 3
Theatre Arts: Molloy/CAP21

Wilbur Arts Center, W-107
516.323.3971

Henry Fonte, Chairperson
Professor: Henry Fonte
Assistant Professor: Christopher O'Connor
Professor of Practice: Michael Wamser
Adjunct Instructors: James Bulleri, Jillian Carucci, Eric Price
Auxiliary Part-Time Faculty: Raife Baker, Elizabeth Hess
Conservatory Instructors: New York Theatre Professionals (40 to 45 individuals at any one time) who teach in the Molloy/CAP21 Manhattan Center.

GOALS AND OBJECTIVES

The primary goal of the Molloy/CAP21 BFA Theatre Arts Program is to offer students the highest level of practical and academic preparation to enter and compete in the professional theatre. The course of study in this program is divided between the Molloy College Campus in Rockville Centre and the Molloy/CAP21 Center in Manhattan. Students enrolled in the BFA Program engage in a rigorous and challenging course of study that involves both academic coursework and intensive conservatory training. The academic component of this training includes general education courses while the conservatory Studio courses focus on the practical application of musical theatre performance techniques. The training in singing, voice and speech, acting technique, dance, script analysis, music theory and private voice supports students in the development and refinement of their theatre arts skills. In addition, this training provides a solid foundation in audition technique and the business aspects of the professional theatre in order to help our students to, not only launch a professional career, but to also help them achieve life-long success in all aspects of theatre.

FACILITIES

In Manhattan: The Molloy/CAP21 Center in Manhattan is a multi-purpose complex comprised of various classroom and studio spaces ranging from small one-on-one teaching studios, dance studios, medium and large acting studios and a black-box theatre.

On the Molloy College Campus: Classes and performances are held in a variety of venues across campus including two theatres: The Lucille B. Hays, a flexible black-box studio theatre, and The Madison Theatre, a 550 seat state-of-the-art proscenium stage.

For music classes at Molloy, the Music and Theatre Department facilities at both the Public Square and the Wilbur Arts Center consist of new classrooms, which are sound-treated, two electronic keyboard/computer labs, music practice rooms of various sizes, an ensemble rehearsal room and large rehearsal room.

ADMISSIONS REQUIREMENTS

In addition to being accepted academically by Molloy College, an interview and an audition are required. Also, a Music Theory Placement examination is required of all incoming students prior to registration.

AUDITIONS

Auditions are held throughout the fall and early spring in New York City, the Molloy Campus and at a number of audition conferences across the country. Please consult the Molloy Theatre Department webpage for details on how to set up an audition/interview.

Students will be required to audition for the Molloy/CAP21 BFA Program with two contrasting 32 bar cuts of a song and a monologue from a published play.

MUSIC THEORY PLACEMENT EXAMINATION

As part of the degree requirements for the BFA in Theatre Arts program, students will receive formal training in Music. This training includes required coursework in Applied Voice Lessons, Piano, Music Theory and Sight Singing/Ear Training. All students will have private applied voice lessons, which are offered within the Studio Course all four years of the program.

THEORY PLACEMENT

It is required for all incoming students to take a theory placement examination to ensure proper advisement and placement in courses. Based upon the theory placement exam results, students may be matriculated in Theory Fundamentals, or Advanced Music Theory for Theater Arts Majors. The music theory requirement may be waived for students who score 96% or higher in the Advanced Music Theory Placement Test.
Similarly, incoming students will do a piano placement evaluation. Depending on the skill level students may be placed in Class Piano or Advanced Class Piano for Theater Arts Majors. The Piano requirement will be waived for students who demonstrate a level beyond the expectations for Advanced Class Piano for Theater Majors.

All assessments are conducted by the Molloy College Music Department and their placement decisions are final.

The music courses are:
- MUS 1101 Class Piano in the Fall semester of the Freshman year. (Depending on the results of the placement exam, MUS 1101 can be waived.)
- MUS 1011 Theory Fundamentals in the Spring of the Freshman year
- MUS 1021 Sight Singing/Ear Training in the Fall of the Sophomore year

**PROGRESSION AND ASSESSMENT REQUIREMENTS**

**Attendance at Molloy/CAP 21:** During their first year of studies, students will take Studio Courses two days per week at the Molloy/CAP21 Center in Manhattan. During the subsequent three years, students will take Studio Courses at the Molloy/CAP21 Center in Manhattan three days per week. All other courses will be taken on the Molloy campus.

**Student Performances:** Although first-year B.F.A. students are not permitted to audition or participate in performances, they will enjoy numerous performance opportunities beginning in their sophomore year. These performances are held at the Molloy/CAP21 Center in Manhattan, Molloy’s Hays Theatre or Molloy’s The Madison Theatre.

In their final semester, B.F.A. students will participate in industry showcase opportunities in Manhattan designed to help them secure representation as they launch their performance careers.

**Grading:** Studio Courses will be team-taught by CAP21 conservatory instructors who are working industry professionals and graded by each individual instructor. All studio course grades will be combined into a final three or four credit grade for each of the eight semesters of study.

**Progression:** A grade of “C+” or better is necessary in every major requirement in the Theatre Arts courses. The grade of “C+” or better is needed in all major requirements to progress to the next semester. Students may not continue to the next term without the required prerequisite courses. Courses are offered once yearly in sequence because each semester builds upon completion of the previous semester. Students not obtaining necessary grades will be subject to withdrawal or dismissal from the program until they are qualified to return.

**Program for Theatre Arts Majors**

**THEATRE ARTS—B.F.A.**

New York State Registered Program Code: 31171
HEGIS Code: 1007.00 (Dramatic Arts)
Molloy Program of Study Code: THABF

**Program Learning Outcomes**

*Students will be able to:*

- Demonstrate the ability to set strong individual acting goals, take direction and utilize healthy speaking voice sounds.
- Demonstrate musicianship applicable to singing with accompaniment and clear, healthy sounds in the singing voice in a wide variety of styles (Broadway Belt, Legit, Pop-Rock, Disney sound, etc.).
- Demonstrate kinesthetic awareness, rhythm and a high level of proficiency in a variety of dance techniques (Ballet, Jazz, Tap, Theatre Dance, Hip-Hop, etc.).
- Demonstrate a healthy application of their instrument in all disciplines, including but not limited to vocal technique, physical life, script analysis, audition technique and storytelling.
- Employ a strong sense of self and a clear understanding of where they fit into the professional musical theatre industry, the business of musical theatre in New York City and the professional expectations of classroom, rehearsal and performance etiquette.
- Design and implement a comprehensive collection of audition material appropriate to type and abilities for the variety of styles utilized in the musical theatre.

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (40 credits needed) See NOTE

| Arts and Fine Arts (1 of 1 discipline) (3 credits): ART History | 3 |
| English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages (ASL allowed); and Languages/Literature | 9 |
| Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): One SOC; one PSY; and one HIS/POL | 9 |
| Math and Science (1 of each discipline) (6 credits): MAT; Science course | 6 |
| Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH | 9 |
| Core Course (4 credits): COR | 4 |

**Major Requirements** (66 credits):

| THA 1000 Acting I | 3 |
| THA 1050 Theatre Arts Studio I | 3 |
| THA 1100 Theatre Arts Studio II | 3 |
| THA 1240 Voice and Speech I | 3 |
| THA 2000 Acting II: Story Theatre Project | 3 |
| THA 2050 Theatre Arts Studio III | 4 |
| THA 2100 Theatre Arts Studio IV | 4 |
| THA 2150 History of Musical Theatre | 3 |
| THA 2500 Composer Project | 3 |
| THA 3000 Ensemble: Pop Rock | 3 |
| THA 3050 Theatre Arts Studio V | 4 |
THA 3100 Theatre Arts Studio VI 4
THA 3200 Acting in Shakespeare 3
THA 3240 Voice and Speech II 3
THA 3500 Creative Drama 3
THA 3510 Song and Dance Project 3
THA 4000 Theatre Production (may be taken in 7th or 8th semester) 3
THA 4050 Theatre Arts Studio VII 4
THA 4100 Theatre Arts Studio VIII 4
THA 4900 Practicum 3

Related Requirements (10 credits):

MUS 1010T Theory Fundamentals for Theatre Arts (Students are required to take the Music Department’s Theory Placement Exam prior to beginning the program. Anyone who fails must complete MUS 1100T Class Piano for Theatre Arts prior to taking MUS 1010T) 2

MUS 1020T Sight Singing/Ear Training I for Theatre Arts 2

Depending on placement exam, complete either (1 credit):

MUS 1100T Class Piano for Theatre Arts *

MUS 1110T Advanced Class Piano for Theatre Arts *

PED 1570 Movement for the Actor I 2

PED 1590 Movement for the Actor II 3

Electives: The Liberal Arts and Sciences (LAS) for a B.F.A. degree is met. FST 1000 counts towards required Electives. 12

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 40, because the following Major and Related requirements will also satisfy the General Education requirement: PED 1570 and THA 1240.

The spiritual dimension of the human person is a basic element of human identity; thus, religious experience has been a central dimension of all cultures. Religious literacy is essential for all educated persons in a global world. For this reason, both theology and religious studies play an indispensable role in a liberal arts curriculum. In accordance with the Dominican tradition that is Molloy’s heritage, theology and religious studies are fundamental in the pursuit of truth in the context of the individual and collective search for meaning. The Department of Theology and Religious Studies provides courses that assist students to reflect on and personally engage the search for meaning as a central dimension of human identity. It seeks to prepare students to understand and engage intelligently the breadth of human religious experience in today’s culturally diverse world.

GENERAL EDUCATION REQUIREMENTS

The Department of Theology and Religious Studies offers courses that fulfill General Education requirements in theology/religious studies and in ethics for an undergraduate degree and in ethics for some graduate degrees:

• The undergraduate General Education requirement for theology and religious studies can be fulfilled by any course offered by this department with the subject code of TRS. (This requirement is not fulfilled by any ethics courses, identified by the subject code of ETH.)

• The undergraduate General Education requirement for ethics can be fulfilled by any 2000-level ETH course offered by either this department or the Philosophy Department. (None of the ethics courses are listed under either Theology and Religious Studies or Philosophy; instead, they are listed as a separate group of courses in this catalog under Ethics.)

• TRS courses are offered on an irregular basis, some more frequently than others. To express interest in a particular course or for additional information on future offerings, contact the chairperson.

INTERDISCIPLINARY STUDIES

Students taking an Interdisciplinary Studies concentration in Theology and Religious Studies must select courses in consultation with the department chairperson. For requirements of the major in Interdisciplinary Childhood Education with a Theology concentration, see Programs for Interdisciplinary Studies Majors.

MINORS

The Theology and Religious Studies Department offers a minor in Theology. Minor requirements are described in the section of the catalog on Minors.
Program for Theology and Religious Studies Majors

THEOLOGY AND RELIGIOUS STUDIES—B.A.
New York State Registered Program Code: 07464
HEGIS Code: 1510.00 [Religious Studies (Excluding Theological Professions)]
Molloy Program of Study Code: TRSBA

Program Learning Outcomes
Students will be able to:
- Engage the question of the search for meaning, both orally and in writing.
- Assess religious concepts in their historical contexts.
- Demonstrate understanding of primary and secondary sources from various religious traditions and the fields of theology and religious studies.
- Demonstrate understanding of the fundamental beliefs and rituals of Christianity in their historical development and in dialogue with other religious traditions.
- Demonstrate, both orally and in writing, an understanding of the history of Christian theology, including major doctrinal developments, from ancient to modern times.
- Engage in questions of social justice from the perspective of Catholic social teaching towards the end of participating in ethical leadership and the transformation of society.
- Demonstrate understanding of diverse religious traditions and behaviors, and of academic theories and concepts about them.
- Engage in a study of the commonalities and differences among diverse religions in American society and around the world to better understand the issues that face humanity.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE

Arts and Fine Arts (2 out of 3 disciplines) (6 credits):
- ART History/MUS History/COM Speech

English, Languages and Literature (1 of each discipline) (3 credits):
- ENG 1100; (See Related Requirements for Languages and Languages/Literature requirements)

Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):
- HIS/POL/PSY/SOC

Math and Science (1 of each discipline) (6 credits):
- MAT; and Science course

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (3 credits):
- PHI

Physical Education (1 credit):
- PED

Core Course (4 credits):
- COR

Major Requirements (36 credits):
- Complete any one ETH course taught by faculty of the Department of Theology and Religious Studies (3 credits)
- TRS 1000 The Bible
- TRS 2210 The New Testament
- TRS 2270 The God Question
- TRS 2300 The Meaning of Jesus
- TRS 2730 The Church in History and Culture
- TRS 2740 Symbol and Ritual
- TRS 4900 Theology and Religious Studies Seminar

Complete one* of the following: (3 credits):
- TRS 2600 Judaism, Christianity, Islam
- TRS 2630 Judaism
- TRS 2650 Islam
- TRS 2810 Religions of Asia

Complete 9 elective credits in TRS

Related Requirements (6 credits):
- Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses
- Take 3 additional credits in a second Language or a Literature:

Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses

Literature: Refer to the General Education Section of the Catalog for appropriate courses

Electives: 17 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 1000 counts towards required Electives.

Recommended Electives: PHI 1000 and one of the following: PHI 2150, PHI 2660 or PHI 2810; and one of these: ENG 2630 or SOC 2660

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, but has been adjusted to 32, because the following Major and Related requirements will also satisfy the General Education requirement: TRS 1000 and any ETH course taught by faculty of the Theology and Religious Studies Department. The Languages and Languages/Literature requirements are met as 6 credits of Related Requirements.
SCHOOL OF BUSINESS
PROGRAMS OF STUDY
Dear Future Leader,

Welcome to Molloy College’s School of Business. Making the decision as to which college to attend is both exciting and nerve-wracking. We understand how important it is to find the perfect environment that will match both your professional aspirations and learning style. Our program offers flexibility with online and hybrid classes, and both day and evening classes with technology integrated into each course.

Molloy can be the perfect fit for you.

A Molloy College education prepares you to start your career and to ultimately assume positions of leadership. Its foundation is built upon a global outlook and a disposition toward ethical decision-making and social responsibility.

Major areas of study in Accounting, Management, Marketing, Economics or Finance allow you to become an expert in your field. Our dual-degree program offers the opportunity to complete both the undergraduate and the graduate degrees in five years.

Excitement emerges for the doors that will open and the new career that will follow. Yet, it is the journey through the various courses that allows you to gain knowledge, accelerate experience, and to build evidence of achievement and success. Each intentionally small class brings a new set of relationships with the professor and with student-colleagues. Each discussion increases your reach and perspective.

Our faculty are highly credentialed and professionally prepared. They are leaders in their fields, scholars in their professions, and true mentors to those who want to succeed. In partnership with the faculty, you will gain both the academic and professional skills that employers will value. Our well-developed internship program allows your resume to grow as your knowledge progresses. That is the Molloy difference. Open the door to your future; Molloy will welcome you.

Maureen L. Mackenzie-Ruppel, Ph.D., PHR
Dean of the School of Business
Mission and Vision Statement of the School of Business

MISSION STATEMENT

The School of Business blends transformative education, executive-based learning and the Dominican ideals of study, service, spirituality and community in its preparation of the student for a meaningful professional and personal life.

VISION STATEMENT

Our aim is to be the “School of Choice” for students desiring an ethically-based, high quality, socially minded business education.

School of Business

516.323.3077

Maureen L. Mackenzie-Ruppel, Dean of the School of Business

Dawn DiStefano, Associate Dean and Director of Undergraduate Business Programs

Stephen J. Bier, Associate Dean for Strategic Business Initiatives

Professor: Maureen L. Mackenzie-Ruppel

Associate Professors: Daniel R. Ball, Bruce L. Haller, Linda Silva Thompson

Assistant Professors: Peter L. D’Antonio, Dawn DiStefano, Robert D. Goch, Steven Kent, Robert Kissell, Brian Noll, S. Judy Olsen, O.P., Meryl Rosenblatt

Instructors: Glen Brauchle, John Catalano, Brian O’Neill, Diane Vitale

Auxiliary Part-Time Faculty: Diana Bier, Robert Caliendo, Alan Halperin, Antonia Loschiavo, David Reiss, Maury Schneider

Adjunct Professor: Lauren Spatig


AACSB Business Education Alliance Membership

Proud Educational Member of AACSB

The Molloy College Undergraduate Business Program offers a unique executive-based learning approach to business education. This distinctive didactic model begins with selecting the right faculty. Our professors have been employed in a wide range of industries within the business field and bring a wealth of real-world corporate knowledge and experience to the classroom. In addition, Molloy’s Business Program focuses on finding the best students for this exclusive program. Our students exhibit both a high aptitude and the right attitude in order to be successful both academically and professionally. With the correct training, which includes an emphasis in writing, public speaking, financial modeling and ethics, our students gain the necessary knowledge and skills to compete in today’s challenging and globally expanding business environment. We take pride in placing strong emphasis on professional experience through extraordinary internships and, ultimately, full-time job placement. We encourage all of our students to begin this real-life business experience through internship placements as early as the summer after freshman year, and we fully utilize a dedicated resource within the School of Business to help students achieve this goal.

The goal of the program is to challenge every student to achieve his or her full potential. The Program aims to provide students with the academic foundation and professional business skills that will enable them to obtain multiple internship opportunities throughout undergraduate tenure and ultimately, full-time professional positions.

CAREER ADVISEMENT

Faculty advisors will assist in choosing required and elective courses, both within and outside of the chosen discipline, so as to best achieve the student’s goals. While the student is fully responsible to understand and complete the requisite courses, the advisement process is designed to support the student in his or her journey toward a professional life in the world of business. It is required that freshman schedule an appointment to meet with the Career Coordination within the School of Business, Ms. Nancy Israel.

The marketplace demands both advanced skills and knowledge; therefore, we encourage all of our business students to take one or more minors in conjunction with chosen major.

PROGRESSION REQUIREMENTS

A grade of “C” is the lowest acceptable grade for courses in the major/business core and related requirements. Grade of “C” is the lowest acceptable grade for courses for a minor. Students will be required to retake courses if the student earns below a “C” for these requirements. If the student does not receive a satisfactory grade, he or she may repeat the course one more time to attempt to earn a grade of “C” or better. Business students can only withdraw once from a course.

INTERDISCIPLINARY STUDIES

Students interested in completing their undergraduate degree by earning a Bachelors in Interdisciplinary Studies may do so by combining two concentrations which may include any of the business disciplines. The student would contact the office of Career Coordination within the School of Business to help students achieve this goal.

Students opting to choose a business discipline as their Interdisciplinary Concentration should follow the prescribed
courses listed for the minor of the same subject, but with three credits of additional electives in consultation with the advisor. See the Minor Requirements section of the catalog.

**MINORS**

The School of Business offers minors in the disciplines of Accounting, Business Management, Economics, Finance, and Marketing. We expect our students to take at least one minor to complement the student’s chosen major. We also strongly suggest that the student select the minor in the Spring semester of the Freshman year so that the student can complete the major and minor requirements within eight semesters. For Business majors, there is a wide range of minors available. Minor requirements are described in the section of the catalog on Minors.

**Business Honors Program**

The School of Business offers the oldest and most established Business Honors Program in the Long Island area for undergraduate business students. Participation in the Business Honors Program offers qualified students an opportunity to learn from the most accomplished professors alongside the best and brightest students in the program. Honors classes are structured in cohorts, which form a tight-knit, cooperative learning community. These courses are enhanced to challenge honors students and differ from the non-honors business courses in the depth and breadth of subject matter. Honors students are held to a higher standard of academic rigor and ultimately, academic achievement overall. In addition, the School of Business will arrange elite guest speakers and provide ample opportunity for international travel, in which Business Honors students will be given first priority for participation in business international travel.

The goal of the Business Honors Program is to challenge the high aptitude student to achieve his or her maximum potential. The Business Honors Program consists of 12 business classes taken over four years. If, prior to entering the Program, a Molloy student has received college credit for a course that is included in the Business Honors curriculum, the student is required to “audit” the course as part of the Program. In this capacity, the student will attend all classes and complete all assignments, but will receive an "audit" designation on the transcripts and will not be charged tuition for the course.

- Students entering the Business Honors Program as freshmen in 2017 and thereafter must complete or audit 10 out of the 12 required courses in order to have the “Business Honors Program” noted on their final transcript
- Students entering the Business Honors Program as sophomores in 2017 and thereafter must complete or audit 6 of the 12 required courses in order to have the “Business Honors Program” noted on their final transcript
- Students who entered the Business Honors Program as freshmen prior to 2017 must complete or audit 10 of the 11 required courses in order to have the “Business Honors Program” included on their final transcript

This Program is independent of the Molloy College Honors Program. Student participating in the Business Honors Program are encouraged to participate, if invited, in the Molloy College Honors Program. Only Business Honors students who are also participants in the Molloy Honors Program are permitted to take more than 16 credits in a semester without being assessed an additional tuition charge.

**ADMISSIONS CRITERIA FOR BUSINESS HONORS PROGRAM**

There is no separate application for the Business Honors Program. Upon admission to the College, interested high school students must arrange a personal interview with the Director of the Business Honors program. Admissions into the Program will be based upon SAT/ACT scores and high school GPA, along with other qualitative factors such as professional presence and strong communication skills.

In addition, some students not initially invited to the Business Honors Program may be considered for the Program after two academic semesters. Admission will be based upon the following factors:

- College academic record along with participation in extracurricular activities
- High school GPA and standardized test scores (SAT/ACT)
- Recommendations from their college professors
- A personal interview with the Director of the Business Honors Program

**STUDENT BUSINESS HONORS PROGRESSION**

Business Honors Program students must maintain a minimum GPA of 3.0 in order to continue in the Program. Should a student’s cumulative GPA fall below 3.0, there is a one-semester “cure” period.

Business Honors Program students with prior college credits for Business Honors curriculum courses may be required to audit Business Honors courses as part of that program. These students may consult the Associate Dean of Undergraduate Business with any questions.

**NOTE:** Grade of “C” is the lowest acceptable grade for courses in the major/business core and related requirements. Grade of “D” is the lowest acceptable grade for courses in a minor. Students will be required to retake courses if the student earns below a “C” for these requirements. If the student does not receive a satisfactory grade, he or she may repeat the course one more time to attempt to earn a grade of “C” or better. Business students can only withdraw once from a course.

**BUSINESS HONORS PROGRAM COURSES**

This list of courses is subject to revisions and modifications. Business Honors Program students will take the following courses as a cohort:

**Freshman Year:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 2600H</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 2610H</td>
<td>Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1010H</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2010H</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2510H</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Sophomore Year:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 3430H</td>
<td>Quantitative Analysis for Business Applications</td>
<td>3</td>
</tr>
</tbody>
</table>
ECO 2520H Microeconomics  3
FIN 3500H Corporate Finance  3
MKT 2300H Principles of Marketing  3

Junior Year:
ECO 3150H Money, Banking and Financial Markets  3
FIN 3890H Fundamental Analysis and Company Valuation  3

Senior Year:
Complete one capstone-level course:  3
ACC 4900H Accounting Capstone  *
BUS 4900H Capstone  *

Total Credits  36

CPA Exams
Students taking the CPA (Certified Public Accountant) Exam after 2009 must complete 150 college credits in any combination of undergraduate and graduate courses in order to be licensed. Students may take the CPA Exam prior to earning 150 college credits. Such candidates, however, will not become licensed until they pass the examination, earn 150 college credits and acquire one year of qualifying accounting experience being supervised by a CPA. For more information on CPA licensing requirements, please refer to the following websites: www.nasba.org and www.op.nysed.gov. CPA Exam policies should be reviewed and verified for changes periodically.

Programs for School of Business

ACCOUNTING—B.S.
New York State Registered Program Code: 88391
HEGIS Code: 502.00 (Accounting)
Molloy Program of Study Code: ACCBS

Program Learning Outcomes
Students will be able to:
• Demonstrate advanced knowledge related to the discipline of accounting.
• Analyze and evaluate information or a situation to form a judgment.
• Use written and oral communication skills effectively to deliver professional reports and presentations.
• Integrate ethical concepts as they apply to business decisions.
• Use quantitative and qualitative skills as they relate to the discipline of accounting.
• Demonstrate knowledge of organizational theory as it applies to decision-making and leadership.
General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE

Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History 3
English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature 9
Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC 9
Math and Science (3 credits): Science course 3
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits): PHI; TRS 6
Physical Education (1 credit): PED 1
Core Course (4 credits): COR 4

Major Requirements (36 credits):
ACC 2600 Accounting I 3
ACC 2610 Accounting II 3
ACC 3620 Intermediate Accounting I 3
ACC 3630 Intermediate Accounting II 3
ACC 3640 Cost and Managerial Accounting Systems 3
ACC 3660 Taxation I 3
ACC 3670 Taxation II 3
ACC 3680 Advanced Accounting 3
ACC 3690 Auditing 3
Complete two of the following courses* (6 credits): 6
ACC 3650 Forensic Accounting *
ACC 3700 Government and Not for Profit Accounting *
ACC 3720 Computerized Accounting and Computer Systems *
ACC 4900 Accounting Capstone 3

Business Core Requirements (21 credits):
BUS 1010 Introduction to Business 3
BUS 2010 Principles of Management 3
BLW 2400 Business Law I 3
BLW 2410 Business Law II 3
BUS 3430 Quantitative Analysis for Business Applications 3
FIN 3500 Corporate Finance 3
BUS 4600 Business Internship† 3

Related Requirements (21 credits):
CIS 1050 Computer Applications for Business 3
COM 2290 Experience in Corporate Communications 3

ECO 2510 Macroeconomics 3
ECO 2520 Microeconomics 3
ECO 3150 Money, Banking and Financial Markets 3
ETH 2570 Business Ethics 3
MAT 1150B Elementary Statistics for Business (MAT 1150A is equivalent if transferred or already completed) 3

Electives: 5 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 1000 counts as a LAS required Elective.
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 35, because the following Related requirement will also satisfy the requirement: COM 2290, ETH 2570 and MAT 1150B.
Accounting students must pass a qualifying exam that reflects knowledge retention as the student progresses from Accounting II (ACC 2610) into Intermediate Accounting I (ACC 3620).
†BUS 4600: Full-time working students will take any 2000, 3000, 4000 ACC/BUS/ECO/MKT/FIN course with the Program Director’s approval.

BUSINESS MANAGEMENT—B.S.
New York State Registered Program Code: 77048
HEGIS Code: 506.00 (Business Management and Administration)
Molloy Program of Study Code: BUSBS
Molloy Program of Study Code: MBDA (Dual Degree)

Program Learning Outcomes
Students will be able to:
• Demonstrate advanced knowledge related to the discipline of management.
• Analyze and evaluate information or a situation to form a judgment.
• Use written and oral communication skills effectively to deliver professional reports and presentations.
• Integrate ethical concepts as they apply to business decisions.
• Use quantitative and qualitative skills as they relate to the discipline of management.
• Demonstrate knowledge of organizational theory as it applies to decision-making and leadership.

General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE

Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History 3
English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature 9
Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC 9
Math and Science (3 credits): Science course 3  
Philosophy, Theology and Ethics (1 of each discipline) (6 credits): PHI; THE 6  
Physical Education (1 credit): PED 1  
Core Course (4 credits): COR 4  

**Major Requirements** (51 credits):  
BUS 1010 Introduction to Business 3  
BUS 2010 Principles of Management 3  
MKT 2300 Principles of Marketing 3  
BLW 2400 Business Law I 3  
ACC 2600 Accounting I 3  
ACC 2610 Accounting II 3  
BUS 3030 Human Resource Management 3  
BUS 3040 Organizational Behavior 3  
Complete either* BUS 3080 or BUS 3150: 3  
BUS 3080 Project Management *  
BUS 3150 Entrepreneurship *  
BUS 3340 International Business 3  
BUS 3430 Quantitative Analysis for Business Applications 3  
FIN 3500 Corporate Finance 3  
BUS 4600 Business Internship I† 3  
BUS 4900 Capstone 3  
Complete three BUS/ECO/FIN/MKT 3000/4000-level electives (9 credits) 9  

**Related Requirements** (26-28 credits):  
CIS 1050 Computer Applications for Business 3  
CIS 3600 Computer Information Systems in Business 3  
COM 2290 Experience in Corporate Communications 3  
*Complete either* COM 2100 or COM 2390: 1-3  
COM 2100 Public Speaking (3 credits) *  
COM 2390 Public Speaking for Business (1 credit) *  
ECO 2510 Macroeconomics 3  
ECO 2520 Microeconomics 3  
**Complete either** ECO 3150 or ECO 3200: 3  
ECO 3150 Money, Banking and Financial Markets **  
ECO 3200 Global Economics and Finance **  
ENG 2380 Techniques for Business Writing 1  
ETH 2570 Business Ethics 3  
MAT 1150B Elementary Statistics for Business (MAT 1150A is equivalent if transferred or already completed) 3  

**Electives:** Liberal Arts and Sciences (LAS) for a B.S. degree is met. **FST 1000** counts as towards Electives Requirement. 14-16

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)  
**Total:** 128  

**NOTE:** The General Education requirement is 44, and has been adjusted to 35, because the following Related requirement will also satisfy the requirement: COM 2290, ETH 2570 and MAT 1150B.  
†BUS 4600: Full-time working students will take any 2000, 3000, 4000 ACC/BUS/ECO/MKT/FIN course with the Program Director’s approval.

**ECONOMICS—B.S.**

New York State Registered Program Code: 39999  
HEGIS Code: 517.00 (Business Economics)  
Molloy Program of Study Code: ECOBS  

**Program Learning Outcomes**  
Students will be able to:  
- Demonstrate advanced knowledge related to the discipline of economics.  
- Analyze and evaluate information or a situation to form a judgment.  
- Use written and oral communication skills effectively to deliver professional reports and presentations.  
- Integrate ethical concepts as they apply to business decisions.  
- Use quantitative and qualitative skills as they relate to the discipline of economics.  
- Demonstrate knowledge of organizational theory as it applies to decision-making and leadership.

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (35 credits needed) See **NOTE**  

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Fine Arts (1 out of 2 disciplines)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2510 Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2520 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Complete either</strong> ECO 3150 or ECO 3200:</td>
<td>3</td>
</tr>
<tr>
<td>ECO 3150 Money, Banking and Financial Markets</td>
<td>**</td>
</tr>
<tr>
<td>ECO 3200 Global Economics and Finance</td>
<td>**</td>
</tr>
<tr>
<td>ENG 2380 Techniques for Business Writing</td>
<td>1</td>
</tr>
<tr>
<td>ETH 2570 Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1150B Elementary Statistics for Business (MAT 1150A is equivalent if transferred or already completed)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives:** Liberal Arts and Sciences (LAS) for a B.S. degree is met. **FST 1000** counts as towards Electives Requirement. 14-16
FINANCE—B.S.
New York State Registered Program Code: 34116
HEGIS Code: 504.00 (Banking and Finance)
Molloy Program of Study Code: FINBS (Dual Degree)

Program Learning Outcomes
Students will be able to:

- Demonstrate advanced knowledge related to the discipline of finance.
- Analyze and evaluate information or a situation to form a judgment.
- Use written and oral communication skills effectively to deliver professional reports and presentations.
- Integrate ethical concepts as they apply to business decisions.
- Use quantitative and qualitative skills as they relate to the discipline of finance.

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History</td>
<td>3</td>
</tr>
<tr>
<td>English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature</td>
<td>9</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC</td>
<td>9</td>
</tr>
<tr>
<td>Math and Science (3 credits): HIS/POL/PSY/SOC</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy, Theology and Ethics (1 of each discipline) (6 credits): PHI; THE</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education (1 credit): PED</td>
<td>1</td>
</tr>
<tr>
<td>Core Course (4 credits): COR</td>
<td>4</td>
</tr>
</tbody>
</table>

**Major Requirements** (51 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1010 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2010 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 2300 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BLW 2400 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 2600 Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 2610 Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3430 Quantitative Analysis for Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3500 Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>ACC 3620 Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3800 Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3810 Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>Choose one* of the following (3 credits):</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3840 Real Estate and Project Finance</td>
<td></td>
</tr>
<tr>
<td>FIN 3870 Global Financial Markets</td>
<td></td>
</tr>
<tr>
<td>FIN 3880 Fixed Income Markets and Valuation</td>
<td></td>
</tr>
<tr>
<td>FIN 4030 Corporate Treasury Management</td>
<td></td>
</tr>
<tr>
<td>FIN 3890 Fundamental Analysis and Company Valuation</td>
<td>3</td>
</tr>
<tr>
<td>Complete two ACC/BUS/ECO/FIN/MKT 2000/3000-level electives (6 credits)</td>
<td>6</td>
</tr>
<tr>
<td>BUS 4600 Business Internship †</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4900 Capstone</td>
<td></td>
</tr>
</tbody>
</table>

**Related Requirements** (32-33 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 1050 Computer Application for Business</td>
<td>3</td>
</tr>
<tr>
<td>CIS 3600 Computer Information Systems in Business</td>
<td>3</td>
</tr>
<tr>
<td>COM 2290 Experience in Corporate Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 2390 Public Speaking for Business</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total:** 128

- **NOTE:** The General Education requirement is 44, and has been adjusted to 35, because the following Related requirement will also satisfy the requirement: COM 2290, ETH 2570 and MAT 1150B.

- **BUS 4600:** Full-time working students will take any 2000, 3000, 4000 ACC/BUS/ECO/MKT/FIN course with the Program Director’s approval.
MARKETING—B.S.

New York State Registered Program Code: 36275
HEGIS Code: 509.00 (Marketing and Purchasing)
Molloy Program of Study Code: MRKBS

Program Learning Outcomes

Students will be able to:

- Demonstrate advanced knowledge related to the discipline of marketing.
- Analyze and evaluate information or a situation to form a judgment.
- Use written and oral communication skills effectively to deliver professional reports and presentations.
- Integrate ethical concepts as they apply to business decisions.
- Use quantitative and qualitative skills as they relate to the discipline of marketing.
- Demonstrate knowledge of organizational theory as it applies to decision-making and leadership.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE

Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History

English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature

Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC

Math and Science (3 credits): Science course

Philosophy, Theology/Religious Studies and Ethics (2 of two disciplines) (6 credits): PHI; TRS

Physical Education (1 credit): PED

Core Course (4 credits): COR

Major Requirements (54 credits):

BUS 1010 Introduction to Business

BUS 2010 Principles of Management

MKT 2300 Principles of Marketing

MKT 2350 Consumer Behavior

BLW 2400 Business Law I

ACC 2600 Accounting I

ACC 2610 Accounting II

BUS 3040 Organizational Behavior

BUS 3340 International Business

MKT 3370 Marketing Strategy

MKT 3380 Marketing Research

BUS 3430 Quantitative Analysis for Business Applications

FIN 3500 Corporate Finance

BUS 4600 Business Internship †

BUS 4900 Capstone

Complete three** management or marketing BUS/MKT electives (9 credits):

May take MKT/COM 2550, MKT/COM 2590 or COM 3570:

MKT/COM 2550 Public Relations

MKT/COM 2590 Introduction to Advertising

COM 3570 Digital Public Relations Campaigns

NMD 2260 Introduction to New Media

MKT 3320 Sports Marketing

MKT 3390 Marketing Analytics

MKT 3400 International Marketing

MKT 3410 Branding Strategies

MKT 3420 Digital Media Marketing

MKT 3440 Integrated Marketing Communications

Related Requirements (26-28 credits):

CIS 1050 Computer Applications for Business

CIS 3600 Computer Information Systems in Business

COM 2290 Experience in Corporate Communications

Complete either* COM 2100 or COM 2390:

COM 2100 Public Speaking

NOTE: The General Education requirement is 44, and has been adjusted to 35, because the following Related requirement will also satisfy the requirement: COM 2290, ETH 2570 and MAT 1150B.

†BUS 4600: Full-time working students will take any 2000, 3000, 4000 ACC/BUS/ECO/MKT/FIN course with the Program Director's approval.
COM 2390 Public Speaking for Business  *  
ECO 2510 Macroeconomics  3  
ECO 2520 Microeconomics  3  
Complete either** ECO 3150 or ECO 3200:  3  
ECO 3150 Money, Banking and Financial Markets **  
ECO 3200 Global Economics and Finance **  
ENG 2380 Techniques for Business Writing  1  
ETH 2570 Business Ethics  3  
MAT 1150B Elementary Statistics for Business (MAT 1150A is equivalent if transferred or already completed)  3  
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 1000 counts as towards Electives Requirement.  11-13  
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)  
Total:  128  
NOTE: The General Education requirement is 44, and has been adjusted to 35, because the following Related requirement will also satisfy the requirement: COM 2290, ETH 2570 and MAT 1150B.  
†BUS 4600: Full-time working students will take any 2000, 3000, 4000 ACC/BUS/ECO/MKT/FIN course with the Program Director’s approval.

Programs for School of Business Dual Degrees

The purpose of the accelerated Bachelor of Science/Master of Business Administration Dual Degree Programs is to further the educational and career goals of Molloy College students.

OVERVIEW

The Dual Degree Program (DDP) allows students to build on their knowledge base and accelerate their learning by enrolling in both undergraduate and graduate courses as part of their program of study. Students will be awarded a baccalaureate degree upon successful completion of the undergraduate requirements and a master’s degree upon completion of the graduate requirements.

ADMISSION REQUIREMENTS

For Freshmen:

Students may apply for admission into the Dual Degree Program upon acceptance. The following admission requirements apply:

- A minimum combined score of 1000 on the Critical Reading and Math sections of the SAT exam.
- An overall High School GPA of 85.

For Transfer/Continuing Students:

Students may apply for admission or declare a major into the Dual Degree Program at any time during their period of study at Molloy College. The following admission requirements apply:
• An undergraduate GPA of 2.8 on a 4.0 scale.
• A personal interview with the Director of the Graduate Business Program.

PROGRESSION REQUIREMENTS

For Dual Degree Program Students:
• Students admitted as freshmen in the Dual Degree Program must meet with the Director of the Undergraduate Business Program for a personal interview during the Fall semester of their sophomore year.
• A 2.8 GPA is required for Dual Degree students. Should a student’s GPA fall below 2.8, the student will be put on probation for one semester. If the student does not achieve the required 2.8 in the subsequent semester, the student will continue in the Undergraduate Program but not remain in the Dual Degree Program. A 2.8 GPA is required for graduation in the Dual Degree program.

Note: Refer to policies and information under Graduate Programs in Business.

Dual Degree Programs of Study

The Dual Degree Programs (DDP) include transfer credits, baccalaureate credits and 30 required master’s credits for Accounting, 33 required master’s credits for Finance, 33 required master’s credits for Management, or 33 required master’s credits for Marketing. The program will be individualized according to the content and number of transfer credits accepted for each student. DDP students are subject to the same policies and course criteria as listed in the Molloy College Catalog for bachelors and masters students.

ACCOUNTING—B.S. (DUAL DEGREE M.B.A.)

New York State Registered Program Code: 28055 (Dual BS/MBA)
HEGIS Code: 502.00 {Accounting}
Molloy Program of Study Code: ACDBS (Dual Degree)

Program Learning Outcomes

Students will be able to:
• Demonstrate advanced knowledge related to the discipline of accounting.
• Analyze and evaluate information or a situation to form a judgment.
• Use written and oral communication skills effectively to deliver professional reports and presentations.
• Integrate ethical concepts as they apply to business decisions.
• Use quantitative and qualitative skills as they relate to the discipline of accounting.
• Demonstrate knowledge of organizational theory as it applies to decision-making and leadership.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE

| Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History | 3 |

English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature 9

Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC 9

Math and Science (3 credits): Science course 3

Philosophy, Theology and Ethics (1 of each discipline) (6 credits): PHI; THE 6

Physical Education (1 credit): PED 1

Core Course (4 credits): COR 4

Major Requirements (36 credits):

| ACC 2600 Accounting I | 3 |
| ACC 2610 Accounting II | 3 |
| ACC 3620 Intermediate Accounting I | 3 |
| ACC 3630 Intermediate Accounting II | 3 |
| ACC 3640 Cost Managerial Accounting Systems | 3 |
| ACC 3660 Taxation I | 3 |
| ACC 3670 Taxation II | 3 |
| ACC 3680 Advanced Accounting | 3 |
| ACC 3690 Auditing | 3 |
| Complete two of the following courses* (6 credits): | 6 |
| ACC 3650 Forensic Accounting | * |
| ACC 3700 Government and Not for Profit Accounting | * |
| ACC 3720 Computerized Accounting and Computer Systems | * |
| ACC 4900 Accounting Capstone | 3 |

Business Core Requirements (21 credits):

| BUS 1010 Introduction to Business | 3 |
| BUS 2010 Principles of Management | 3 |
| BLW 2400 Business Law I | 3 |
| BLW 2410 Business Law II | 3 |
| BUS 3430 Quantitative Analysis for Business Applications | 3 |
| FIN 3500 Corporate Finance | 3 |
| BUS 4600 Business Internship I† | 3 |

Related Requirements (21 credits):

| CIS 1050 Computer Applications for Business | 3 |
| COM 2290 Experience in Corporate Communications | 3 |
| ECO 2510 Macroeconomics | 3 |
| ECO 2520 Microeconomics | 3 |
| ECO 3150 Money, Banking and Financial Markets | 3 |
| ETH 2570 Business Ethics | 3 |
| MAT 1150B Elementary Statistics for Business (MAT 1150A is equivalent if transferred or already completed) | 3 |
Electives: 5 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 1000 counts as a LAS Required Elective.

Graduate Electives (See below) 6
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total (including two grad-level courses): 128

NOTE: The General Education requirement is 44, and has been adjusted to 35, because the following Related requirement will also satisfy the requirement: COM 2290, ETH 2570 and MAT 1150B.

BUS 4600: Full-time working students will take any 2000, 3000, 4000 ACC/BUS/ECO/MKT/FIN course with the Program Director’s approval.

GRADUATE COURSE SUBSTITUTIONS FOR ACCOUNTING

A maximum of six (6) graduate credits may be taken as undergraduate elective credits during the senior year depending on individualized transcripts and advisement. Students must also fulfill the Liberal Arts and Science requirement of 60 credits with appropriate number of electives. Dual degree students may take BUS 5150 - Business Ethics and BUS 5200 - Financial Statement Analysis. Only these two courses may be used as part of the total credits for the Bachelor’s degree. Dual degree students must be awarded a bachelor’s degree prior to being formally accepted into the MBA program of study and before registering for other graduate-level courses.

Total B.S. Accounting Credits 128
Total M.B.A. Credits 30

Less maximum 6 graduate credits taken in lieu of 6 undergraduate credits (Adjustment) (-6)

Total Dual Degree B.S./M.B.A. credits required in Accounting 152

FINANCE—B.S. (DUAL DEGREE M.B.A.)

New York State Registered Program Code: 34118 (Dual BS/MBA Finance)
HEGIS Code: 504.00 (Banking and Finance)
Molloy Program of Study Code: FIDBS (Dual Degree)

Program Learning Outcomes

Students will be able to:

- Demonstrate advanced knowledge related to the discipline of finance.
- Analyze and evaluate information or a situation to form a judgment.
- Use written and oral communication skills effectively to deliver professional reports and presentations.
- Integrate ethical concepts as they apply to business decisions.
- Use quantitative and qualitative skills as they relate to the discipline of finance.
- Demonstrate knowledge of organizational theory as it applies to decision-making and leadership.

General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Fine Arts (1 out of 2 disciplines)</td>
<td>3</td>
</tr>
<tr>
<td>English, Languages and Literature (1 of each discipline)</td>
<td>9</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (3 out of 4 disciplines)</td>
<td>9</td>
</tr>
<tr>
<td>Math and Science (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline)</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education (1 credit)</td>
<td>1</td>
</tr>
<tr>
<td>Core Course (4 credits)</td>
<td>4</td>
</tr>
</tbody>
</table>

Major Requirements (51 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1010 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2010 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 2300 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BLW 2400 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 2600 Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 2610 Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3430 Quantitative Analysis for Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3500 Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>ACC 3620 Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3800 Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3810 Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>Complete one* of the following (3 credits):</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3840 Real Estate and Project Management</td>
<td></td>
</tr>
<tr>
<td>FIN 3870 Global Financial Markets</td>
<td></td>
</tr>
<tr>
<td>FIN 3880 Fixed Income Markets and Valuation</td>
<td></td>
</tr>
<tr>
<td>FIN 4030 Corporate Treasury Management</td>
<td></td>
</tr>
<tr>
<td>FIN 3890 Fundamental Analysis and Company Valuation</td>
<td>3</td>
</tr>
<tr>
<td>Complete two ACC/BUS/ECO/FIN/MKT 2000/3000-level elective (6 credits)</td>
<td>6</td>
</tr>
<tr>
<td>BUS 4600 Business Internship †</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4900 Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Related Requirements (32-33 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 1050 Computer Applications for Business</td>
<td>3</td>
</tr>
<tr>
<td>CIS 3600 Computer Information Systems in Business</td>
<td>3</td>
</tr>
<tr>
<td>COM 2290 Experience in Corporate Communications</td>
<td>3</td>
</tr>
<tr>
<td>COM 2390 Public Speaking for Business</td>
<td>1</td>
</tr>
<tr>
<td>ECO 2510 Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>
ECO 2520 Microeconomics 3
ECO 3150 Money, Banking and Financial Markets 3
ECO 3200 Global Economics and Finance 3
ENG 2380 Techniques of Business Writing 1
ETH 2570 Business Ethics 3
MAT 1150B Elementary Statistics for Business (MAT 1150A is equivalent if transferred or already completed) 3
Complete one of the following: 3-4
MAT 1160 College Algebra and Trigonometry *
MAT 1180 Pre-Calculus *
MAT 2210 Calculus I *
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 1000 counts as towards Electives Requirement.
Graduate Electives (See below) 6
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)
Total (including two grad-level courses): 128

NOTE: The General Education Requirement is 44, and has been adjusted to 35 because the following Related requirement will also satisfy the requirement: COM 2290, ETH 2570 and MAT 1150B.
†BUS 4600: Full-time working students will take any 2000, 3000, 4000 ACC/BUS/ECO/MKT/FIN course with the Program Director's approval.

GRADUATE COURSE SUBSTITUTIONS FOR FINANCE
A maximum of six (6) graduate credits may be substituted for the undergraduate elective credits during the senior year depending on individualized transcripts and advisement. Dual degree students may take BUS 5150 - Business Ethics and BUS 5200 - Financial Statement Analysis. Only these two courses may be used as part of the total credits for the Bachelor's degree. Dual degree students must be awarded a bachelor's degree prior to being formally accepted into the MBA program of study and before registering for other graduate-level courses.

Total B.S. Finance Credits 128
Total M.B.A. Credits 33
Less maximum 6 graduate credits taken in lieu of 6 undergraduate credits (Adjustment) (-6)
Total Dual Degree B.S./M.B.A. credits required in Finance 155

MANAGEMENT—B.S. (DUAL DEGREE M.B.A.)
New York State Registered Program Code: 28067 (Dual BS/MBA Management)
HEGIS Code: 506.00 (Business Management and Administration)
Molloy Program of Study Code: BMDBS (Dual Degree)

Program Learning Outcomes
Students will be able to:
• Demonstrate advanced knowledge related to the discipline of management.
• Analyze and evaluate information or a situation to form a judgment.
• Use written and oral communication skills effectively to deliver professional reports and presentations.
• Integrate ethical concepts as they apply to business decisions.
• Use quantitative and qualitative skills as they relate to the discipline of management.
• Demonstrate knowledge of organizational theory as it applies to decision-making and leadership.

General Education Requirements:
Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE

Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History 3
English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature 9
Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC 9
Math and Science (3 credits): Science course 3
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits): PHI; TRS 6
Physical Education (1 credit): PED 1
Core Course (4 credits): COR 4

Major Requirements (51 credits):
BUS 1010 Introduction to Business 3
BUS 2010 Principles of Management 3
MKT 2300 Principles of Marketing 3
BLW 2400 Business Law I 3
ACC 2600 Accounting I 3
ACC 2610 Accounting II 3
BUS 3030 Human Resource Management 3
BUS 3040 Organizational Behavior 3
Complete either BUS 3080 or BUS 3150: 3
BUS 3080 Project Management *
BUS 3150 Entrepreneurship *
BUS 3340 International Business 3
BUS 3430 Quantitative Analysis for Business Applications 3
FIN 3500 Corporate Finance 3
BUS 4600 Business Internship † 3
BUS 4900 Capstone 3
Complete three BUS/ECO/FIN/MKT 3000/4000-level electives (9 credits) 9

Related Requirements (26-28 credits):
CIS 1050 Computer Applications for Business 3
CIS 3600 Computer Information Systems in Business 3
COM 2290 Experience in Corporate Communications 3
Complete either* COM 2100 or COM 2390: 3
COM 2100 Public Speaking (3 credits) *
COM 2390 Public Speaking for Business (1 credit) *
ECO 2510 Macroeconomics 3
ECO 2520 Microeconomics 3
Complete either** ECO 3150 or ECO 3200: 3
ECO 3150 Money, Banking and Financial Markets **
ECO 3200 Global Economics and Finance **
ENG 2380 Techniques for Business Writing 1
ETH 2570 Business Ethics 3
MAT 1150B Elementary Statistics for Business (MAT 1150A is equivalent if transferred or already completed) 3
Graduate Electives (See below) 9
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 1000 counts as towards Electives Requirement. 5-7
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --
Total (including three grad-level courses): 128

NOTE: The General Education Requirement is 44, and has been adjusted to 35 because the following Related requirement will also satisfy the requirement: COM 2290, ETH 2570, MAT 1150B.
*BUS 4600: Full-time working students will take any 2000, 3000, 4000 ACC/BUS/ECO/MKT/FIN course with the Program Director’s approval.

GRADUATE COURSE SUBSTITUTIONS FOR MANAGEMENT TRACK

A maximum of nine (9) graduate credits may be substituted for the undergraduate elective credits during the senior year depending on individualized transcripts and advisement. Dual degree students may take BUS 5010 - Managerial Accounting and Reporting, BUS 5110 - Organizational Behavior and BUS 5150 - Business Ethics. Only these three courses may be used as part of the total credits for the Bachelor's degree. Dual degree students must be awarded a bachelor’s degree prior to being formally accepted into the MBA program of study and before registering for other graduate-level courses.

Total B.S. Management Credits 128
Total M.B.A. Credits 33
Less maximum 9 graduate credits taken in lieu of 9 undergraduate credits (Adjustment) (-9)
Total Dual Degree B.S./M.B.A. credits required in Management 152

MARKETING—B.S. (DUAL DEGREE M.B.A.)
New York State Registered Program Code: 36661 (Dual BS/MBA Marketing)
HEGIS Code: 509.00 {Marketing and Purchasing}
Molloy Program of Study Code: MKDBS (Dual Degree)

Program Learning Outcomes
Students will be able to:
- Demonstrate advanced knowledge related to the discipline of marketing.
- Analyze and evaluate information or a situation to form a judgment.
- Use written and oral communication skills effectively to deliver professional reports and presentations.
- Integrate ethical concepts as they apply to business decisions.
- Use quantitative and qualitative skills as they relate to the discipline of marketing.
- Demonstrate knowledge of organizational theory as it applies to decision-making and leadership.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE

Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History 3
English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and Languages/Literature 9
Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC 9
Math and Science (3 credits): Science course 3
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits): PHI; TRS 6
Physical Education (1 credit): PED 1
Core Course (4 credits): COR 4

Major Requirements (54 credits):

BUS 1010 Introduction to Business 3
BUS 2010 Principles of Management 3
MKT 2300 Principles of Marketing 3
MKT 2350 Consumer Behavior 3
BLW 2400 Business Law I 3
ACC 2600 Accounting I 3
ACC 2610 Accounting II 3
BUS 3040 Organizational Behavior 3
BUS 3340 International Business 3
MKT 3370 Marketing Strategy 3
MKT 3380 Marketing Research 3
BUS 3430 Quantitative Analysis for Business Applications 3
FIN 3500 Corporate Finance 3
BUS 4600 Business Internship I† 3
BUS 4900 Capstone 3
Complete three** management or marketing BUS/MKT electives (9 credits): 9

May take MKT/COM 2550, MKT/COM 2590 or COM 3570: **
MKT/COM 2550 Public Relations
MKT/COM 2590 Introduction to Advertising
COM 3570 Digital Public Relations Campaigns
NMD 2260 Introduction to New Media **
MKT 3320 Sports Marketing **
MKT 3390 Marketing Analytics **
MKT 3400 International Marketing **
MKT 3410 Branding Strategies **
MKT 3420 Digital Media Marketing **
MKT 3440 Integrated Marketing Communications **

Related Requirements (26-28 credits):

CIS 1050 Computer Applications for Business 3
CIS 3600 Public Speaking for Business
COM 2290 Experience in Corporate Communications 3
Complete either* COM 2100 or COM 2390: 1-3
COM 2100 Public Speaking (3 credits) *

COM 2390 Public Speaking for Business (1 credit) *
ECO 2510 Macroeconomics 3
ECO 2520 Microeconomics 3
Complete either** ECO 3150 or ECO 3200: 3
ECO 3150 Money, Banking and Financial Markets **
ECO 3200 Global Economics and Finance **
ENG 2380 Techniques for Business Writing 1
ETH 2570 Business Ethics 3
MAT 1150B Elementary Statistics for Business (MAT 1150A is equivalent if transferred or already completed) 3

Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 1000 counts as towards Electives Requirement. 5-7

Graduate Electives (See below) 6
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total (including two grad-level courses): 128

NOTE: The General Education requirement is 44, and has been adjusted to 35, because the following Related requirement will also satisfy the requirement: COM 2290, ETH 2570 and MAT 1150B.
†BUS 4600: Full-time working students will take any 2000, 3000, 4000 ACC/BUS/ECO/MKT/FIN course with the Program Director’s approval.

GRADUATE COURSE SUBSTITUTIONS FOR MARKETING TRACK

A maximum of six (6) graduate credits may be substituted for the undergraduate elective credits during the senior year depending on individualized transcripts and advisement. Dual degree students may take BUS 5100 - Marketing Management and BUS 5150 - Business Ethics. Only these two courses may be used as part of the total credits for the Bachelor’s degree. Dual degree students must be awarded a bachelor’s degree prior to being formally accepted into the MBA program of study and before registering for other graduate-level courses.

Total B.S. Marketing Credits 128
Total M.B.A. Credits 33

Less maximum 6 graduate credits taken in lieu of 6 undergraduate credits (Adjustment) (-6)

Total Dual Degree B.S./M.B.A. credits required in Management 155
SCHOOL OF EDUCATION AND HUMAN SERVICES
PROGRAMS OF STUDY
Dear Teacher Candidate,

The School of Education and Human Services welcomes you to Molloy College and our programs in Education, Social Work, and Clinical Mental Health Counseling. All of these programs respect the time-honored tradition of making a difference in someone’s life and are dedicated to inspire students and reaffirm their commitment to transform the communities they serve one person at a time. Building on the Mission of the College, and reflecting the essence of its Dominican ideals of truth, academic excellence, and openness to diverse world-views, we are committed to developing ethical, competent, and self-aware professionals. Our programs foster the development of reflective practitioners who challenge social inequities and serve as change agents on behalf of all they serve. Students are prepared for value-centered, professional practice within an increasingly diverse, multi-cultural society. The faculty promotes an academically rigorous experience that includes the application of knowledge, skills, and dispositions, guiding students through challenging learning and service experiences in their chosen professions, and promoting a commitment to on-going personal and professional growth.

Education Programs The Professional Education Unit at Molloy College is committed to the preparation of outstanding teaching professionals with the dispositions, skills and knowledge required to meet the needs of all students they have the privilege to teach. By choosing to prepare for the teaching profession at Molloy, you have selected a rigorous program which will lead to a rewarding career. Our programs are accredited by the prestigious Council for Accreditation of Educator Preparation (CAEP). Molloy’s Education Programs lead to initial certification in a variety of areas geared toward serving the educational needs of children, adolescents, and special needs students. Candidates may choose to pursue the traditional four-year program which leads to a Bachelor of Science or a Bachelor of Arts degree and initial teaching certification or our Dual Degree Program which leads to a Bachelor of Science/Master of Science Degree and initial teaching certification.

In Social Work, we offer a Bachelor’s degree in Social Work and minors in Social Entrepreneurship and Gerontology. We also offer a Master’s degree in Social Work in collaboration with Fordham University’s School of Social Services. The Social Work Program has been granted continuous accreditation from the Council on Social Work Education at the Baccalaureate Level since 1979. Upon completion of this professional degree program, the Bachelor of Social Work in Social Work affords qualified graduates the opportunity for admission in a 1-year advanced standing Master of Social Work degree program or employment in the field of human services.

The Clinical Mental Health Counseling program offers a Master of Science degree in Clinical Mental Health Counseling. It is accredited by The Council for Accreditation of Counseling & Related Educational Programs (CACREP). The Master of Science (M.S.) in Clinical Mental Health Counseling (CMHC) Program at Molloy College provides our graduates with academically rigorous courses, incorporating clinical skills training with evidence-based counseling principles. Our friendly campus atmosphere and individual attention fosters the best personal and professional growth for our students.

Please take a moment to study the programs in Education and Social Work in this catalog. Each area provides specific admission and progression criteria for the programs as well as additional helpful information.

I wish you every success as you embark upon your professional education in our programs.

Sincerely,

Joanne O’Brien, Ed.D.
Dean of the School of Education and Human Services
School of Education and Human Services

Kellenberg Hall, K-217
516.323.3110

Joanne O’Brien, Dean of the School of Education and Human Services

Linda Kraemer, Associate Dean and Director of Undergraduate Education Programs

Director of Clinical Experience and Teacher Assessment: Eve Dieringer

CAEP Accreditation Coordinator: Ellen Harold

Certification Officer: Vincent Tuminello

Computer Lab Associates: Ellen Harold, Rickey Moroney, Carole M. Gerrity


Professors: Vicky Giouroukakis, Joanne O’Brien

Associate Professors: Linda Kraemer, Mubina Schroeder, Kevin Sheehan

Assistant Professors: Audra Cerruto, Madeline Craig, Patricia N. Eckardt, Francine Wisnewski

Adjunct Assistant Professors: Eve Dieringer, David Sills

Adjunct Instructors: Brian Ciampo, Michael Ferretti, Ryan Lane, Megan Pavlick, Catherine Turano

FACILITIES

A Teaching Materials Collection in the Tobin Library, a Computer Lab and a Model Classroom in the School of Education and Human Services are the specialized facilities available for Education students. These facilities and the Molloy College Library are to be used in the research necessary for instructional planning, achieving the goals of the courses and enriching the individual student. These materials include professional publications, student textbooks with teachers’ guides, video equipment and computer hardware and software.

CONCEPTUAL FRAMEWORK

Mission

Founded in the Catholic tradition and committed to the Dominican ideals of truth, academic excellence and openness to diverse world-views, the School of Education and Human Services of Molloy College provides a value-centered experience that embraces intellectual, ethical, spiritual and social development in an environment where academic freedom, a spirit of inquiry and respect for each individual’s worth and dignity prevail. The Division is committed to the preparation of outstanding teaching Professionals with the dispositions, skills and knowledge required to meet the needs of all students they have the privilege to teach. It is the responsibility and goal of the faculty to guide teacher candidates through pedagogically valid and intensely challenging learning and service experiences that empower them to serve as leaders in schools and communities. Faculty recognize that effective teachers have a solid foundation in the liberal arts and sciences, aligned with national, state and institutional teaching and learning standards.

This Conceptual Framework relates directly to Molloy College’s Strategic Plan and is supported by the four pillars of Dominican: prayer, study, preaching and community. These are interpreted as:

- Spirituality and reflection
- Research and teaching
- Service
- Community

Shared Vision

The Molloy College School of Education and Human Services faculty has derived its vision for the exemplary teacher from the College’s mission statement, the four pillars of the Dominican tradition (spirituality and reflection, research and teaching, service and community), comments and input from the Division’s Advisory Boards.

The teaching professionals who complete Molloy’s teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

- Believes that all children can learn
- Embraces and celebrates differences in learning styles, and values diversity and personal identity
- Embraces responsibilities and duties associated with democracy
- Evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning and considers the social, ethical, legal and human issues surrounding the use of technology in the PK-12 schools and applies those principals in practice
- Approaches intellectual pursuits with integrity and open-mindedness, and values educational theory and research to reflect productively on one’s own practice
- Celebrates pluralism and independence, and reflects upon and evaluates the effects of social justice and injustice
- Values and nurtures students’ intellectual and social growth and the pursuit of wisdom
- Assumes appropriate risk in advocating for students and others, and reflects on professional practice to make informed decisions regarding the support of student learning
- Demonstrates enthusiasm and passion for teaching and learning, and commitment to students and their learning
- Values assessment, which includes analysis and reflection, as a means to improve effective practice
• Celebrates respect for self, family, educative institutions and community; values and encourages independence and community including a spirit of cooperation; and embraces and sustains a safe and nurturing learning environment
• Appreciates personal and professional empowerment and sense of self efficacy, and values skepticism, inquiry and higher order thinking

For the Molloy community, teaching, when performed with integrity and compassion, is both spiritual and transformative.

Molloy teachers are characterized by their depth and breadth of knowledge in the academic content areas and in professional education, their ability to engage others as a community of learners, their enthusiasm for teaching and their commitment to become reflective practitioners, as well as life-long learners. Therefore, the Molloy graduate can be described as a values-based professional helping students or groups of students to: clarify for themselves the nature of their own questions, in terms they can pursue; interpret their findings, in relation to other knowledge they have generated; and pursue a course of action grounded in study, contemplation and reflection.

To meet this vision, the School of Education and Human Services seeks to:

• Identify, recruit and retain faculty who are eager to represent, support and promote the shared vision and purpose of the Education Program
• Collaborate with arts and sciences faculty, who are committed to these proficiencies, in developing a strong content foundation for teacher candidates
• Partner with PreK-12 schools to collaboratively design teacher education programs, coursework and field experiences
• Develop comprehensive opportunities for our candidates to assimilate the core values as they become exemplary teachers of knowledge, skills and values/dispositions
• Regularly assess core values and the programs based on them for continued growth and excellence
• Utilize the appropriate technology for data collection and strategic planning
• Embrace diversity and the quest for social justice
• Integrate relevant and responsible technology into all professional activities.

The program goals of the School of Education and Human Services are categorized as the knowledge, skills and dispositions that affect student learning outcomes. Molloy College School of Education and Human Services benchmark performances and assessments are aligned with New York State Education Department Standards for Teacher performance as well as the specific standards of the following Specialized Professional Associations (SPAs): National Association for the Education of Young Children (NAEYC), American Council on the Teaching of Foreign Language (ACTFL), Association for Childhood Education International (ACEI), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Council for the Social Studies (NCSS), National Science Teachers Association (NSTA), Council for Exceptional Children (CEC) and Teachers of Speakers to Other Languages (TESOL). We are accredited by the National Council for Accreditation of Teacher Education (NCATE) and our goals are aligned with The Council for the Accreditation of Educator Preparation (CAEP).

PURPOSE

The purpose of the Molloy College School of Education and Human Services is to provide rigorous teacher preparation programs to carefully selected, highly qualified teacher candidates. Faculty hold high standards for each aspect of the program, including selection of faculty, curriculum content, admissions requirements, diverse field experiences and collaboration with arts and sciences faculty and with public and private schools. Assuring high standards among faculty will ensure that Molloy graduates teachers who have the necessary skills, strategies and competencies to teach to New York State's Learning Standards. Specifically, the School of Education and Human Services' goals are:

• To maintain the backing of college administrators in order to ensure continued support for the requirements of the program.
• To recruit and accept strong and diverse members of the faculty and student body.
• To collaborate with the arts and sciences faculty in developing a strong content foundation for education students.
• To collaborate with public and private schools for the improvement of teaching and learning Birth-Grade 2, 1-12, and at the college-level.
• To provide rigorous learning opportunities, including course work and field experiences, which result in highly qualified teacher candidates.
• To continually assess programs and services in order to maintain excellence and continued growth.

PROGRAMS OF STUDY

Candidates may seek preparation for an initial New York State teaching certificate in

Baccalaureate Programs (Four Years):

• Childhood Education/Early Childhood Education
• Childhood/Special Education
• Adolescence Education
• Adolescence Education/Special Education
• Special Subjects: Music Education, PreK–12; Visual Arts Education, PreK–12

Dual Degree 5-Year Baccalaureate/Master’s Programs:

• Childhood Education/Special Education
• Childhood Education/TESOL
• Adolescence Education/Special Education
• Adolescence Education/TESOL
Education Program Policies

ADMISSION AND PROGRAM POLICIES

• Admission/transfer requirements are noted in the front section of the College Catalog. Transfer students must be in good academic standing with a 2.75 GPA at their previous college in order to be accepted into Molloy College as an education major.

• Teacher candidates are responsible for all transportation to and from their field school placements. All field school placements are scheduled when elementary, middle and secondary schools are in session.

• In compliance with New York State Education Department criteria, at least one of the field placements will be in a high-needs diverse school district. Teacher candidates agree to accept all placements arranged by the Field Placement Office. It is the recommendation of the Field Placement Office that they seek different school districts for each placement.

• Teacher candidates must have an overall 3.00 cumulative index and be of sophomore status prior to beginning education courses. They must maintain a 3.00 cumulative index while in the education program.

• Teacher candidates must have a 2.75 GPA in their academic content major and be of sophomore status prior to beginning education courses. They must also maintain a 2.75 cumulative average in their content area while in the Education Program.

• Teacher candidates in the Dual Degree (5-year program) must have a 3.2 GPA in their academic content prior to taking graduate coursework. They must also maintain a 3.2 cumulative average while in the Education Program.

• Teacher candidates must have a minimum grade of "B" in English composition (ENG 1100). If a teacher candidate does not attain a minimum grade of "B" in ENG 1100, then he/she must take ENG 1200, a one-credit course in English composition, where a grade of "B" is required. This writing requirement must be completed prior to taking education courses.

• Transfer students must provide evidence of achievement of a grade of "B" or better for the transfer course equivalent to Molloy's ENG 1100. A photocopy of the transcript indicating the letter grade must be submitted to the advisor. (For AP Exam credits for ENG 1100, a score of 4 or better is equivalent to a "B" when ENG 1100 transfer credits are awarded).

• Teacher candidates are required to have a Molloy email account and check it daily for important program announcements.

• Any student not registered in the Education Program must obtain permission from the Dean and/or Associate Dean of the Undergraduate Education Program in order to take any courses in the Education Program.

• Prior to taking education courses, teacher candidates must attend a mandatory orientation session regarding program requirements. This orientation is announced only through Molloy e-mail.

• All teacher candidates will be interviewed by School of Education and Human Services faculty prior to taking education courses.

• Transfer students who wish to enter the Baccalaureate Program (4-year) must apply to Molloy College through the Admissions Office and have their transcripts evaluated.

• All transfer students must complete one full semester at Molloy College in general education and content area courses before taking education courses. The GPA must be a minimum of 3.00 in their first semester at Molloy College.

READING AND WRITING PROFICIENCY

Teacher candidates are screened upon admission. English courses and remediation are assigned based on students' performance.

Teacher candidates must submit writing-on-demand samples throughout the program. If the writing sample or coursework does not meet School of Education and Human Services standards for prospective teachers, the teacher candidate will be required to participate in recommended support services including, but not limited to, sessions at the Writing Center or small group tutorials.

PROGRESSION

Teacher candidates will complete three field experiences and must successfully complete each field experience, earn a minimum grade of "B-" and maintain a minimum cumulative average of 3.0 to progress through the program. Teacher candidates must continue to demonstrate an acceptable level of written and oral English skills to advance to the next semester. Referrals to the Writing Lab will be made on an individual basis.

Teacher candidates (Baccalaureate Program - 4-year) must earn a minimum grade of "B-" in all education courses and maintain a minimum cumulative average of 3.00 in their education courses.

GRADING POLICY

Teacher candidates must attain a grade of B- or better in all courses. Any candidate who receives a grade lower than B- in any course must repeat the course the next time it is offered. The candidate may not take any other undergraduate education courses until a grade of B- or better is achieved. A course may be repeated only once. Failure to maintain a grade of B- when taking a course for the second time necessitates withdrawal from the program. Failure of more than one course necessitates withdrawal from the program. Candidates who have been withdrawn from the program due to academic failure may not be readmitted to the program.

A positive evaluation (Baccalaureate Program - 4-year) must be received from the field observation (EDU 3300) experience cooperating teacher (pre- or co-requisite of first education course) in order to receive a grade and progress to the next semester. It is the teacher candidate's responsibility to ensure that the written evaluation from the field placement experience is collected in a timely manner and submitted to the field office.

A positive evaluation from both the college supervisor and the field placement teacher must be received in order to be recommended for progression to the next semester.
Positive evaluations must be received from both the college supervisor and the field placement teachers in order to be recommended for New York State initial teaching certification. Workshops in the training for Identification of Child Abuse and Neglect, Violence Prevention and Intervention and Harassment, Bullying and Discrimination Prevention and Intervention must be completed for state certification. All teacher candidates must be fingerprinted, as required by New York State Education Department prior to starting the first field experience.

Teacher candidates are required to attend a minimum of six professional workshops prior to graduation in order to be recommended for certification. A written critique of workshops must be submitted as evidence of attendance.

Candidates who begin the first semester of the Dual Degree Program (5-year) and do not meet progression criteria may opt to transfer into the Baccalaureate Program (4-year) if they meet the program criteria. If these program criteria are not met, the candidates will be required to return to the liberal arts and sciences major field of study in order to complete the Baccalaureate Degree.

**Teacher candidates who have not fulfilled the prerequisite and progression requirements of the program will not be admitted to subsequent classes.**

**BENCHMARK PERFORMANCES**

All teacher candidates are to submit benchmark performance assignments on their “Chalk and Wire” electronic portfolio account in all education courses. Upon registering for their first education course, all undergraduate students will register for EDU 3000, e-portfolio, where a fee for a five-year subscription to “Chalk and Wire” is applied. All benchmark assignments must be submitted by the due dates required by the instructor. If benchmark assignments are not submitted on time, teacher candidates will receive a failing grade for that assignment and will not be able to progress to the next phase of coursework.

In order to receive a passing grade in a course, a candidate must achieve a minimum score of “2” for each benchmark in that course. No more than two opportunities to achieve the required score of “2” will be permitted. It is expected that benchmarks that are not satisfactorily met will be repeated immediately.

Teacher candidates are responsible for meeting all program requirements.

**DISPOSITIONS FOR TEACHING**

According to the Council for the Accreditation of Educator Preparation (CAEP), “Dispositions for Teaching” are defined as “The habits of professional action and moral commitments that underlie an educator’s performance.” Dispositions for teaching are assessed at the initial interview for the Undergraduate Education Programs. Candidates are periodically assessed throughout the programs.

Candidates who evidence a lack of proper dispositions for teaching may be counseled out of the teacher education program and advised to investigate other careers. If necessary, candidates will be required to meet with the Division Dean, Program Director and ultimately with the Dispositions Committee. Candidates may not invite additional persons to this meeting. The decision of the Dispositions Committee is final. Candidates who consistently demonstrate a lack of dispositions needed for teaching will be required to withdraw from the teacher education program.

**GRADUATION**

Teacher candidates who successfully complete the requirements of the college, their specific education program and pass the New York State Teacher Certification Examinations will be eligible for certification to teach in New York State.

**Note:** The Molloy College School of Education and Human Services reserves the right to make necessary changes in programs and courses in response to regulations received from the New York State Education Department regarding teacher certification policies. These changes become effective according to dates specified by the New York State Education Department.

**Programs for Childhood Education 1-6/Early Childhood Birth-Grade 2 and for Childhood/Special Education**

**NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:**

The New York State Education Department requires that all Grade 1–6 teacher candidates select a liberal art or science and complete an approved childhood teacher preparation program, with an approved pedagogical core.

**DEGREES/MAJOR PROGRAMS OF STUDY:**

- B.S. Childhood Education 1-6/Early Childhood Birth-2—Biology
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood Education 1-6—Communication
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood Education 1-6—English
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood Education 1-6—History
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood Education 1-6—Mathematics
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood Education 1-6—Psychology
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood Education 1-6—Sociology
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood Education 1-6—Spanish
- B.S. Childhood Education—Biology/Special Education
- B.S. Childhood Education—English/Special Education
- B.S. Childhood Education—History/Special Education
- B.S. Childhood Education—Mathematics/Special Education
- B.S. Childhood Education—Spanish/Special Education

Students should refer to the area of concentration in this catalog for specific concentration requirements.

**REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES—CHILDHOOD PROGRAMS:**

The following are courses **required** to help Childhood Education 1–6 teacher candidates meet General Education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:
**English and Literature** (Both Required—6 credits)

- **ENG 1100** College Composition (Required with a grade of “B” or better)
  (Transfer students without a transfer “B” in ENG 1100 must take ENG 1200 for “B” or better.)
- **ENG 2620** Children’s Literature (Required)

**Psychology** (PSY 2040 or 2050: 3 credits required)
- **PSY 2040** Developmental Psychology (Preferred)
- **PSY 2050** Child Psychology I: Prenatal Through Middle Childhood

The following are **highly recommended** courses to help Childhood Education 1–6 teacher candidates meet General Education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

**Art History** (Art History courses only) Highly Recommended:
- **ART 1350** History of Western Art I: Prehistoric to Renaissance
- **ART 1360** History of Western Art II: Renaissance to Modernism

**Biology/Chemistry** (6 credits of Science required) Biology programs will take more than two Science courses for the major. Mathematics programs must take two **Lab Science** courses as Mathematics Related Requirements. Highly recommended:
- **BIO 1120** Integrated Biological Science
- **CHE 1030** Chemistry in Today’s World

**History/Political Science** (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended:
- **HIS 1010** Western Civilization I
- **HIS 1020** Western Civilization II
- **HIS 1110** American Civilization I
- **HIS 1120** American Civilization II
- **POL 1000** Fundamentals of Government (NOT for History majors)
- **POL 1010** American National Government

**Mathematics** (6 credits required) Highly recommended:
- **MAT 2090** Mathematics for Elementary Teachers From an Advanced Standpoint, Part 1 (Preferred)
- **MAT 2100** Mathematics for Elementary Teachers From an Advanced Standpoint, Part 2

**Languages** (3 credits required) Depending upon placement - Highly recommended:
SPA 2010  Beginning Spanish III

**Music History** (Music History courses only) Highly recommended:

MUS 1050  Achieving a Musical Insight

**Philosophy** Highly recommended:

PHI 2600  Philosophy of Education

**Physical Education** (1 credit required)

PED  Any 1 credit PED

**Highly Recommended as Electives:**

PSY 2530  Psychology of Learning

PSY 3020  Behavior Modification

PSY 3290  Learning Disabilities

**CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-GRADE 2 MAJOR REQUIREMENTS**

Major field choices for the Childhood Program are: Biology, Communications, English, Mathematics, History, or LOTE (Spanish), Psychology, Sociology.

For Highly Recommended and Required Additional General Education Courses, see: General Education for Childhood Programs.

**40 CREDITS REQUIRED AS FOLLOWS:**

**Sophomore or Junior Year (16 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000</td>
<td>E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290</td>
<td>Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300</td>
<td>Field Experience in a School Setting - 2 hours a week at a local school (pre- or co-requisite to first EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3360</td>
<td>Curriculum and Methodology in Early Childhood Education, Birth-Grade 2</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3520</td>
<td>Teaching Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3600</td>
<td>Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610</td>
<td>Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650</td>
<td>Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall of Senior Year (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3380</td>
<td>Literacy in the Content Areas for Childhood Teachers</td>
<td>6</td>
</tr>
<tr>
<td>EDU 3410</td>
<td>Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3460</td>
<td>Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3510</td>
<td>Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3550</td>
<td>Field Experience in a School Setting - Childhood/EC Program</td>
<td>0</td>
</tr>
</tbody>
</table>

**Spring of Senior Year (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 4810</td>
<td>Childhood 1-6/Early Childhood Birth-2 Student Teaching</td>
<td>8</td>
</tr>
<tr>
<td>EDU 4900</td>
<td>Student Teaching Seminar - All Certification Programs</td>
<td>1</td>
</tr>
</tbody>
</table>

**Note:** In order to maintain full-time status, teacher candidates must take an additional 3-credit course from those required for the degree.

**CHILDHOOD/SPECIAL EDUCATION MAJOR REQUIREMENTS**

Major field choices for the Childhood/Special Education Program are: Biology, English, History, LOTE (Spanish) or Mathematics.

For Highly Recommended and Required Additional General Education Courses, see: General Education for Childhood Programs.

**40 CREDITS REQUIRED AS FOLLOWS:**

**Sophomore or Junior Year (16 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000</td>
<td>E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290</td>
<td>Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300</td>
<td>Field Experience in a School Setting - 2 hours a week at a local school (pre- or co-requisite to first EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3310</td>
<td>Assessment: Uncovering the Abilities of Students with Disabilities in the School Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3350</td>
<td>Students with Disabilities in the School Setting: Characteristics and Educational Needs for the Classroom Teacher</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3600</td>
<td>Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610</td>
<td>Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650</td>
<td>Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall of Senior Year (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3380</td>
<td>Literacy in the Content Areas for Childhood Teachers</td>
<td>6</td>
</tr>
<tr>
<td>EDU 3410</td>
<td>Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3460</td>
<td>Science in the Diverse Classroom Birth-Grade2/Childhood 1-6/Adolescent 7-12</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3510</td>
<td>Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3550</td>
<td>Field Experience in a School Setting - Childhood/EC Program</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 4810</td>
<td>Childhood 1-6/Early Childhood Birth-2 Student Teaching</td>
<td>8</td>
</tr>
<tr>
<td>EDU 4900</td>
<td>Student Teaching Seminar - All Certification Programs</td>
<td>1</td>
</tr>
</tbody>
</table>
 EDU 3510  Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6  3
 EDU 3570  Field Experience in a School Setting - Childhood/Special Education Program  0

**Spring of Senior Year (9 credits)**

EDU 4820  Childhood/Special Education Student Teaching  8
EDU 4900  Student Teaching Seminar - All Certification Programs  1

---

**Programs for Adolescence and Adolescence/Special Education**

**NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:**

All 7–12 teacher candidates must select a major in a liberal art or science and complete an approved adolescence teacher preparation program, with an approved pedagogical core.

**DEGREES/MAJOR PROGRAMS OF STUDY:**

B.S. Adolescence Education—Biology
B.S. Adolescence Education—Earth Science
B.A. Adolescence Education—English
B.A. Adolescence Education—Mathematics
B.A. Adolescence Education—Social Studies
B.A. Adolescence Education—Spanish
B.S. Adolescence Education—Biology/Special Education
B.A. Adolescence Education—English/Special Education
B.A. Adolescence Education—Mathematics/Special Education
B.A. Adolescence Education—Social Studies/Special Education
B.A. Adolescence Education—Spanish/Special Education

**REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES FOR ADOLESCENCE PROGRAMS:**

The following are courses to help Adolescence 7–12 teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

**English and Literature (ENG 1100 required—3 credits)**

ENG 1100  College Composition (Required with a grade of “B” or better) (Transfer students without a transfer “B” in ENG 1100 must take ENG 1200 for “B” or better.)

ENG 1610  Introduction to Poetry and Drama (Recommended)

or

ENG 3660  Literature for Adolescents (Recommended)

**Psychology (PSY 2040 or 2060: 3 credits required)**

PSY 2040  Developmental Psychology
PSY 2060  Adolescent Psychology II: Middle Childhood Through Adolescence

The following are highly recommended courses to help Adolescence 7–12 teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examination:

**Art History** (Art History courses only) Highly recommended:

ART 1350  History of Western Art I: Prehistoric to Renaissance
ART 1360  History of Western Art II: Renaissance to Modernism

**Biology/Chemistry** (6 credits of Science required) Biology programs will take more than two Science courses for the major. Mathematics programs must take two Lab Science courses as Mathematics Related Requirements. Social Studies programs take one Science, not two. Highly recommended:

BIO 1120  Integrated Biological Sciences
CHE 1030  Chemistry in Today’s World

**Speech Communication** Highly recommended:

COM 1100  Experiences in Communication
COM 2100  Public Speaking

**History/Political Science** (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended:

HIS 1010  Western Civilization I
HIS 1020  Western Civilization II
HIS 1110  American Civilization I
HIS 1120  American Civilization II

POL 1000  Fundamentals of Government (Not for History majors)

**Mathematics** (6 credits required) Highly recommended:

MAT 1100  Basic College Mathematics
MAT 1150A  Elementary Statistics
MAT 1160  College Algebra and Trigonometry
MAT 1180  Pre-Calculus

**Languages** (3 credits required) Depending upon placement - Highly recommended:

SPA 2010  Beginning Spanish III

NOTE: The English Adolescent Education Programs have a Related Requirement for ARA, CHI, ESL, FRE, ITA or SPA language courses. ASL courses would not apply to the Related Requirement.

**Music History** (Music History courses only) Highly recommended:

MUS 1050  Achieving a Musical Insight

**Philosophy** Highly recommended:

PHI 2600  Philosophy of Education

**Physical Education** (1 credit required)
Any 1-credit General Education PED course.

Highly Recommended as Electives:
PSY 2530 Psychology of Learning
PSY 3020 Behavior Modification
PSY 3290 Learning Disabilities

ADOLESCENCE EDUCATION MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Adolescence and Adolescence/Special Education.

31 CREDITS REQUIRED AS FOLLOWS:

<table>
<thead>
<tr>
<th>Sophomore or Junior Year (13 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000 E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3520 Teaching Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3600 Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Fall of Senior Year (9 credits)

| EDU 3390 Literacy in the Content Areas for Adolescent Teachers | 6 |
| EDU 3680 Field Experience in a School Setting - Adolescence Programs | 0 |

Methodology Content Area Course (One course):

| EDU 3140 Methods and Techniques of Teaching Mathematics for Adolescent Students | *3 |
| EDU 3150 Methods and Techniques of Teaching Spanish for Adolescent Students | *3 |
| EDU 3160 Methods and Techniques of Teaching Social Studies for Adolescent Students | *3 |
| EDU 3190 Methods and Techniques of Teaching English for Adolescent Students | *3 |
| EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12 | *3 |

*In addition to EDU 3390 and EDU 3680 (9 hours per week), 7-12 teacher candidates will take the methodology course to sharpen skills in their content area (EDU 3140 or 3150 or 3160 or 3190 or 3460). It is also expected that teacher candidates will be completing the required courses in their major department during this semester. Twelve credits are required to maintain full-time status.

Spring of Senior Year (9 credits)

| EDU 4850 Adolescence Student Teaching | 8 |
| EDU 4900 Student Teaching Seminar - All Certification Programs | 1 |

Note: In order to maintain full-time status, teacher candidates must take an additional 3-credit course from those required for the degree.

ADOLESCENCE/SPECIAL EDUCATION MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Adolescence and Adolescence/Special Education.

34 CREDITS REQUIRED AS FOLLOWS:

<table>
<thead>
<tr>
<th>Sophomore or Junior Year (16 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000 E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3310 Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3350 Students with Disabilities in the School Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3600 Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall of Senior Year (9 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3390 Literacy in the Content Areas for Adolescent Teachers</td>
<td>6</td>
</tr>
<tr>
<td>EDU 3680 Field Experience in a School Setting - Adolescence/Special Education Programs</td>
<td>0</td>
</tr>
</tbody>
</table>

Methodology Content Area Course (One course):

| EDU 3140 Methods and Techniques of Teaching Mathematics for Adolescent Students | *3 |
| EDU 3150 Methods and Techniques of Teaching Spanish for Adolescent Students | *3 |
| EDU 3160 Methods and Techniques of Teaching Social Studies for Adolescent Students | *3 |
| EDU 3190 Methods and Techniques of Teaching English for Adolescent Students | *3 |
| EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12 | *3 |
Programs for Education Special Subjects/Career Fields

NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:

The New York State Education Department requires that all Special Subjects and Career Fields teacher candidates major in a liberal art or science and complete an approved teacher preparation program, with an approved pedagogical core.

DEGREES/MAJOR PROGRAMS OF STUDY:

- B.S. Music Education PK–12
- B.S. Visual Arts Education PK–12

Teacher candidates should refer to the major area of concentration in this catalog for specific requirements.

PREREQUISITES:

Full-time students must apply to the School of Education and Human Services by October 1 prior to starting education courses.

Part-time students must apply to the School of Education and Human Services prior to taking their third education course.

Teacher candidates must have experience working with children in grades PK–12 for Visual Arts or Music concentrations, take ENG 1100-English Composition (grade of “B” or better is required), PSY 2040 (required) and maintain a minimum cumulative index of 2.75.

REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES FOR SPECIAL SUBJECTS AND CAREER FIELDS:

- Music Education PK-12
- Visual Arts Education PK-12

The following are courses to help teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

**English and Literature** (Both Required—6 credits)

- ENG 1100 College Composition (Required with a grade of “B” or better)
  (Transfer students without a transfer “B” in ENG 1100 must take ENG 1200 for “B” or better.)
- ENG 2620 Children’s Literature (Required)
  or
- ENG 3660 Literature for Adolescents (Required)

**Psychology** (3 credits required)

- PSY 2040 Developmental Psychology (Required)

The following are highly recommended courses to help Special Subjects/Career Fields teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examination:

**Art History**

- ART 1350 History of Western Art I: Prehistoric to Renaissance
- ART 1360 History of Western Art II: Renaissance to Modernism

**Biology/Chemistry** (3 credits of Science required for Visual Arts Education 3 credits of Science required for Music Education) Highly recommended:

- BIO 1120 Integrated Biological Science
- CHE 1030 Chemistry in Today’s World

**History/Political Science** (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended:

- HIS 1010 Western Civilization I
- HIS 1020 Western Civilization II
- HIS 1110 American Civilization I
- HIS 1120 American Civilization II
- POL 1000 Fundamentals of Government
- POL 1010 American National Government

**Mathematics** (3 credits required for Visual Arts or 3 credits required for Music Education) Highly recommended:

- MAT 1100 Basic College Mathematics
- MAT 1150A Elementary Statistics
- MAT 1160 College Algebra and Trigonometry
- MAT 2090 Mathematics for Elementary Teachers From An Advanced Standpoint, Part 1 (Preferred)
- MAT 2100 Mathematics for Elementary Teachers From an Advanced Standpoint, Part 2

**Languages** (3 credits required) Depending upon placement—Highly recommended:

- SPA 2010 Beginning Spanish III
Music History (Music History courses only) Highly recommended:
MUS 1050 Achieving a Musical Insight

Philosophy
PHI 2600 Philosophy of Education

Physical Education (1 credit required)
Any 1 credit General Education PED course.

MUSIC EDUCATION (PK-12) MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Education Special Subjects/Career Fields.

See Music Section of the Catalog for Music Education (PK-12)-B.S. requirements.

25 CREDITS REQUIRED AS FOLLOWS:

<table>
<thead>
<tr>
<th>Sophomore or Junior Year (10 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000 E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting (2 hours a week in a local school) (pre- or co-requisite to first EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3600 Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall of Senior Year (6 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2000 Curriculum and Instruction in Visual Arts for Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ART 2010 Curriculum and Instruction in Visual Arts for Adolescence Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3690 Field Experience in a School Setting: Visual Arts Education</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring of Senior Year (9 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 4880 Visual Arts Education Student Teaching</td>
<td>8</td>
</tr>
<tr>
<td>EDU 4900 Student Teaching Seminar - All Certification Programs</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: In order to maintain full-time status, teacher candidates must take an additional 3-credit course from those required for the degree.

VISUAL ARTS EDUCATION (PK-12) MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Education Special Subjects/Career Fields.

See Arts Section of the Catalog for Visual Arts Education (PK-12)-B.S. requirements.

25 CREDITS REQUIRED AS FOLLOWS:

<table>
<thead>
<tr>
<th>Sophomore or Junior Year (10 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000 E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting (2 hours a week in a local school) (pre- or co-requisite to EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3600 Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall of Senior Year (6 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2000 Curriculum and Instruction in Visual Arts for Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ART 2010 Curriculum and Instruction in Visual Arts for Adolescence Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3690 Field Experience in a School Setting: Visual Arts Education</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring of Senior Year (9 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 4880 Visual Arts Education Student Teaching</td>
<td>8</td>
</tr>
<tr>
<td>EDU 4900 Student Teaching Seminar - All Certification Programs</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: In order to maintain full-time status, teacher candidates must take an additional 3-credit course from those required for the degree.

Education: 5-Year Dual Degree Program Policies

ADMISSION AND PROGRAM POLICIES

- Admission/transfer requirements are noted in the front section of the College Catalog. Transfer students must be in good academic standing with a 2.75 GPA at their previous college in order to be accepted into Molloy College as an education major.

- Teacher candidates are responsible for all transportation to and from their field school placements. All field school placements are scheduled when elementary, middle and secondary schools are in session.

- In compliance with New York State Education
Department criteria (52.21), at least one of the field placements will be in a high-needs diverse school district.

- Teacher candidates in the Dual Degree (5-year program) must have a 3.2 GPA in their academic content prior to starting graduate-level coursework. They must also maintain a 3.2 cumulative average while in the Education Program.
- Teacher candidates must earn a minimum grade of "B" in all education courses and maintain a minimum cumulative average of 3.2 in their academic courses.
- Teacher candidates must attend two on-campus supervised seminars.
- Transfer students must provide evidence of achievement of a grade of "B" or better for the transfer course equivalent to Molloy's ENG 1100. A photocopy of the transcript indicating the letter grade must be submitted to the advisor.
- Teacher candidates are required to have a Molloy email account and check it regularly for important program announcements.
- All teacher candidates entering the Dual Degree/5-year Program must register for EDU 3000 Chalk and Wire e-portfolio, where a fee for their use of a Chalk and Wire e-portfolio account will be applied.
- Prior to their first education courses, teacher candidates must attend a mandatory orientation session regarding program requirements and submit a writing-on-demand sample.
- All teacher candidates will be interviewed by School of Education and Human Services faculty prior to taking education courses.
- Transfer students from other colleges and universities must apply to Molloy College through the Admissions Office and have their transcripts evaluated.
- Transfer students from other colleges and universities must provide evidence of course completion prior to taking education courses.
- Teacher candidates in the Dual Degree (5-year program) must have a 3.2 GPA in their academic courses.
- Teacher candidates in the Dual Degree Program (5-year) must have a 3.2 GPA in their academic courses and maintain a minimum cumulative average of 3.2 in their education courses.
- Teacher candidates in the Dual Degree Program (5-year) must have a 3.2 GPA in their academic courses.
- Teacher candidates in the Dual Degree Program (5-year) must have a 3.2 GPA in their academic courses.

**READING AND WRITING PROFICIENCY**

Teacher candidates are screened upon admission. English courses and remediation are assigned based on students’ performance.

Teacher candidates must submit writing-on-demand samples throughout the program. If the writing sample or coursework does not meet the School of Education and Human Services standards for prospective teachers, the teacher candidate will be required to participate in recommended support services including, but not limited to, sessions at the Writing Center or small group tutorials.

**PROGRESSION**

During their first field experience, teacher candidates are required to attend two on-campus supervised seminars.

Teacher candidates in the Dual Degree Program (5-year) must earn a minimum grade of "B" in all education courses and maintain a minimum cumulative average of 3.2 in their education courses.

A positive evaluation must be received from the field observation experience (EDU 3300) in order to receive a grade and progress to the next semester. It is the teacher candidate’s responsibility to ensure that the written evaluation from the field placement experience cooperating teacher is collected in a timely manner and submitted to the field placement office by the announced due date.

A positive evaluation from both the college supervisor and the field placement teacher must be received in order to be recommended for progression to the next semester.

Positive evaluations must be received from both the college supervisor and the field placement teachers in order to be recommended for New York State initial teaching certification. Workshops in the training for Identification of Child Abuse and Neglect, and Violence Prevention and Intervention must be completed for state certification. All teacher candidates must be fingerprinted, as required by New York State Education Department prior to starting the first field experience.

**GRADING POLICY**

Teacher candidates must attain a grade of B or better in all courses. Any candidate who receives a grade lower than B in any course must repeat the course the next time it is offered. A course may be repeated only once. Failure to maintain a grade of B when taking a course for the second time necessitates withdrawal from the program. Failure of more than one course necessitates withdrawal from the program. Candidates who have been withdrawn from the program due to academic failure may not be readmitted to the program.

Teacher candidates are required to attend a minimum of six professional workshops throughout the program. A written critique of workshops must be submitted as evidence of attendance.

Candidates who begin the Dual Degree Program (5-year) and do not meet progression criteria may opt to transfer into the Baccalaureate Program (4-year) if they meet the program criteria. If these program criteria are not met, the candidates will be required to return to the liberal arts and sciences content major field of study in order to complete the Baccalaureate Degree.

**Teacher candidates who have not fulfilled the prerequisite and progression requirements of the program will not be admitted to subsequent classes.**

**BENCHMARK PERFORMANCES**

All teacher candidates are to submit benchmark performance assignments on their “Chalk and Wire” electronic portfolio account in all education courses. Upon registering for their education courses, all undergraduate students will register for EDU 3000, e-portfolio, where a fee for a five-year subscription to “Chalk and Wire” is applied. All benchmark assignments must be submitted by the due dates required by the instructor. If benchmark assignments are not submitted on time, teacher candidates will receive a failing grade for that assignment and will not be able to progress to the next phase of coursework.

**GRADUATION**

Teacher candidates who successfully complete the requirements of the college, their specific education program and pass the New York State Teacher Certification Examinations will be eligible for certification to teach in New York State.
Note: Molloy College School of Education and Human Services reserves the right to make necessary changes in programs and courses in response to regulations received from the New York State Education Department regarding teacher certification policies. These changes become effective according to dates specified by the New York State Education Department.

Teacher candidates are responsible for meeting all program requirements including the use of electronic portfolios when required.

CERTIFICATION

Candidates completing the five-year dual degree program are awarded both a Bachelor's Degree and a Master's Degree and are recommended by Molloy College for Initial Teaching Certification. Upon completion of three years teaching experience, they will then be recommended by Molloy College for Professional Certification.

Programs for 5-Year B.S./M.S. in Childhood/Special Education

NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:

The New York State Education Department requires that all Grade 1–6 teacher candidates select a liberal arts or science content major and complete an approved childhood teacher preparation program, with an approved pedagogical core.

DEGREES/MAJOR PROGRAMS OF STUDY:

B.S./M.S. Childhood Education—Biology/Special Education
B.S./M.S. Childhood Education—English/Special Education
B.S./M.S. Childhood Education—History/Special Education
B.S./M.S. Childhood Education—Mathematics/Special Education
B.S./M.S. Childhood Education—Spanish/Special Education

Students should refer to the area of concentration in this catalog for specific concentration requirements.

5000-LEVEL COURSES:

Course descriptions and course fees for 5000-level courses for the 5-year dual degree program can be found in the Molloy College Graduate Catalog.

REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES—CHILDHOOD PROGRAMS:

The following are courses required to help Childhood Education 1–6 teacher candidates meet General Education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

<table>
<thead>
<tr>
<th>English and Literature (Both Required—6 credits)</th>
<th>Psychology (PSY 2040 or 2050: 3 credits required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1100 College Composition (Required with a grade of “B” or better) (Transfer students without a transfer “B” in ENG 1100 must take ENG 1200 for “B” or better.)</td>
<td>PSY 2040 Developmental Psychology (Preferred)</td>
</tr>
<tr>
<td>ENG 2620 Children’s Literature (Required)</td>
<td>PSY 2050 Child Psychology I: Prenatal Through Middle Childhood</td>
</tr>
</tbody>
</table>

The following are highly recommended courses to help Childhood Education 1–6 teacher candidates meet General Education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

| Biology/Chemistry (6 credits of Science required) Biology programs will take more than two Science courses for the major. Mathematics programs must take two Lab Science courses as Mathematics Related Requirements. Highly recommended: |
|-----------------------------------------------|-------------------------------------------------|
| BIO 1120 Integrated Biological Science | Art History (Art History courses only) Highly Recommended: |
| CHE 1030 Chemistry in Today’s World | ART 1350 History of Western Art I: Prehistoric to Renaissance |
| History/Political Science (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended: |
|-----------------------------------------------|-------------------------------------------------|
| HIS 1010 Western Civilization I | Biology/Chemistry programs as Mathematics Related Requirements. Highly recommended: |
| HIS 1020 Western Civilization II | BIO 1120 Integrated Biological Science |
| HIS 1110 American Civilization I | CHE 1030 Chemistry in Today’s World |
| HIS 1120 American Civilization II | History/Political Science (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended: |
| POL 1000 Fundamentals of Government (NOT for History majors) | |
| POL 1010 American National Government | Mathematics (6 credits required) Highly recommended: |
| Languages (3 credits required) Depending upon placement -Highly recommended: |
|-----------------------------------------------|-------------------------------------------------|
| SPA 2010 Beginning Spanish III | MAT 2090 Mathematics for Elementary Teachers From an Advanced Standpoint, Part 1 |
| NOTE: The English Adolescent Education Programs have a Related Requirement for ARA, CHI, ESL, FRE, ITA or SPA language courses. ASL courses would not apply to the Related Requirement. |
| Music History (Music History courses only) Highly recommended: |
|-----------------------------------------------|-------------------------------------------------|
| MUS 1050 Achieving a Musical Insight | Philosophy Highly recommended: |
| PHI 2600 Philosophy of Education | Physical Education (1 credit required) |
| PED Any one credit PED course |
### 5-YEAR CHILDHOOD/SPECIAL EDUCATION MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Childhood, Childhood Education 1-6/Early Childhood Birth-2, and Childhood/Special Education.

**55 CREDITS REQUIRED AS FOLLOWS:**

All field experiences for this program provide for a dual experience in both a regular class setting and special education inclusive settings.

<table>
<thead>
<tr>
<th>Sophomore or Junior Year (10 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000</td>
<td>E-Portfolio</td>
</tr>
<tr>
<td>EDU 3290</td>
<td>Strategies for All Learners in the Diverse Classroom</td>
</tr>
<tr>
<td>EDU 3300</td>
<td>Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
</tr>
<tr>
<td>EDU 3600</td>
<td>Foundations of Education for Regular and Special Education Teachers</td>
</tr>
<tr>
<td>EDU 3610</td>
<td>Law and Professionalism in Inclusive Settings</td>
</tr>
<tr>
<td>EDU 3650</td>
<td>Critical Examination of Issues in Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring of Junior Year (3 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5240/537</td>
<td>Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall of Senior Year (15 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3380</td>
<td>Literacy in the Content Areas for Childhood Teachers</td>
</tr>
<tr>
<td>EDU 3410</td>
<td>Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
</tr>
<tr>
<td>EDU 3460</td>
<td>Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12</td>
</tr>
<tr>
<td>EDU 5275/570</td>
<td>Characteristics of Students with Disabilities, Including Developmental Disabilities and Spectrum Disorder</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring of Senior Year (12 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3510</td>
<td>Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
</tr>
<tr>
<td>EDU 5130/513</td>
<td>Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall of 5th Year (9 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5279/574</td>
<td>Curriculum Content, Practices and Environmental Issues for Teaching Childhood Students with Disabilities</td>
</tr>
<tr>
<td>EDU 5511/553B</td>
<td>Student Teaching Seminar - Childhood/Special Education (Grades 1-6)</td>
</tr>
<tr>
<td>EDU 5561/551B</td>
<td>Student Teaching Childhood (Grades 1-3, Regular and Special Education)</td>
</tr>
<tr>
<td>EDU 5571/552B</td>
<td>Student Teaching Childhood/Special Education (Grades 4-6, Regular and Special Education)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring of 5th Year (6 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU Elective</td>
<td>EDU 5220/526, 5274/569, 5210, 5278 or 5280</td>
</tr>
<tr>
<td>EDU 5641/547B</td>
<td>Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Childhood Education</td>
</tr>
</tbody>
</table>

**Note:** In order to maintain full-time status, students must take an additional 3-credit course.

---

### Programs for 5-Year B.S./M.S. & B.A./M.S. in Adolescence/Special Education

**NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:**

All 7–12 teacher candidates must select a major in a liberal art or science and complete an approved adolescence teacher preparation program, with an approved pedagogical core.

**DEGREES/MAJOR PROGRAMS OF STUDY:**

- B.S./M.S. Adolescence Education—Biological Science/Special Education
- B.A./M.S. Adolescence Education—English/Special Education
- B.A./M.S. Adolescence Education—Mathematics/Special Education
- B.A./M.S. Adolescence Education—Social Studies/Special Education
B.A./M.S. Adolescence Education—Spanish/Special Education

5000-LEVEL COURSES:

Course descriptions and course fees for 5000-level courses for the 5-year dual degree program can be found in the Molloy College Graduate Catalog.

REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES FOR ADOLESCENCE PROGRAMS:

The following are courses to help Adolescence 7–12 teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

<table>
<thead>
<tr>
<th>English and Literature (ENG 1100 required—3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1100 College Composition (Required with a grade of &quot;B&quot; or better)</td>
</tr>
<tr>
<td>(Transfer students without a transfer “B” in ENG 1100 must take ENG 1200 for “B” or better.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychology (PSY 2040 or 2060: 3 credits required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2040 Developmental Psychology (Preferred)</td>
</tr>
<tr>
<td>PSY 2060 Child Psychology II: Middle Childhood Through Adolescence</td>
</tr>
</tbody>
</table>

The following are highly recommended courses to help Adolescence 7–12 teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examination:

<table>
<thead>
<tr>
<th>Art History (Art History courses only) Highly recommended:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1350 History of Western Art I: Prehistoric to Renaissance</td>
</tr>
<tr>
<td>ART 1360 History of Western Art II: Renaissance to Modernism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biology/Chemistry (6 credits of Science required) Biology programs will take more than two Science courses for the major. Mathematics programs must take two Lab Science courses as Mathematics Related Requirements. Social Studies programs take one Science, not two. Highly recommended:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1120 Integrated Biological Sciences</td>
</tr>
<tr>
<td>CHE 1030 Chemistry in Today’s World</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communications Speech Highly recommended:</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 1100 Experiences in Communication</td>
</tr>
<tr>
<td>COM 2100 Public Speaking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History/Political Science (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1010 Western Civilization I</td>
</tr>
<tr>
<td>HIS 1020 Western Civilization II</td>
</tr>
</tbody>
</table>

5-YEAR ADOLESCENCE/SPECIAL EDUCATION MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Adolescence and Adolescence/Special Education.

52 CREDITS REQUIRED AS FOLLOWS:

All field experiences for this program provide for a dual experience in both a regular class setting and special education inclusive settings.

<table>
<thead>
<tr>
<th>Sophomore or Junior Year (10 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000 E-Portfolio</td>
</tr>
<tr>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom</td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
</tr>
</tbody>
</table>

LIBERAL ARTS AND SCIENCES REQUIREMENTS:

For the B.A./M.S. Adolescent/Special Education program students, additional electives must be taken to meet the 90 Liberal Arts and Science credits required by New York State Department of Education for the award of a B.A. degree. (The B.S./M.S. Adolescent/Special Education program students do not need to take additional electives to meet the 60 Liberal Arts and Science credits for B.S. degrees.)

<table>
<thead>
<tr>
<th>Mathematics (6 credits required) Highly recommended:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1100 Basic College Mathematics</td>
</tr>
<tr>
<td>MAT 1150A Elementary Statistics</td>
</tr>
<tr>
<td>MAT 1160 College Algebra and Trigonometry</td>
</tr>
<tr>
<td>MAT 1180 Pre-Calculus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages (3 credits required) Depending upon placement - Highly recommended:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 2010 Beginning Spanish III</td>
</tr>
</tbody>
</table>

NOTE: The English Adolescent Education Programs have a Related Requirement for ARA, CHI, ESL, FRE, ITA or SPA language courses. ASL courses would not apply to the Related Requirement.

Music History (Music History courses only) Highly recommended:

| PHI 2600 Philosophy of Education |

Physical Education (1 credit required)

Any 1-credit General Education PED course.
**EDU 3600** Foundations of Education for Regular and Special Education Teachers 3

**EDU 3610** Law and Professionalism in Inclusive Settings 1

**EDU 3650** Critical Examination of Issues in Education 3

**Spring of Junior Year (3 credits)**

**EDU 5240/537** Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

**Fall of Senior Year (12 credits)**

*Complete one* content area course (3 credits): 3

**EDU 3140** Methods and Techniques of Teaching Mathematics for Adolescent Students 3

**EDU 3150** Methods and Techniques of Teaching Spanish for Adolescent Students 3

**EDU 3160** Methods and Techniques of Teaching Social Studies for Adolescent Students 3

**EDU 3190** Methods and Techniques of Teaching English for Adolescent Students 3

**EDU 3460** Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescence 7-12 3

**EDU 5061/506B** Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners 6

**EDU 5275/570** Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder 3

*Five-Year Adolescence Education 7-12 teacher candidates will take the appropriate methodology course to sharpen skills in their content area (EDU 3140 or 3150 or 3160 or 3190 or 3460). Teacher candidates are also required to complete the required courses in their content major department during this semester.*

**Spring of Senior Year (12 credits)**

**EDU 5130/513** Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

**EDU 5276/571** Assessment, Diagnosis and Evaluation of Students with Disabilities 3

**EDU 5278/573** Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities 3

**EDU 5280/575** Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities 3

**EDU 5491/554B** Pre-Professional Adolescent/ Special Education Field Experiences in Inclusive Classrooms 0

**Fall of 5th Year (9 credits)**

**EDU Elective** EDU Content Elective (EDU 5353/580-5393/599, 5270 or 5272) 3

**EDU 5521/557B** Student Teaching Seminar Adolescent/Special Education (Grades 7-12) 0

**EDU 5581/555B** Student Teaching Adolescence/ Special Education (Grades 7-9) 3

**EDU 5591/556B** Student Teaching Adolescence/ Special Education (Grades 10-12) 3

**Spring of 5th Year (6 credits)**

**EDU Elective** EDU Content Elective (EDU 5353/580-5393/599, 5270 or 5272) 3

**EDU 5642/547C** Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Adolescent Education 3

**Note:** In order to maintain full-time status, students must take an additional 3-credit course.

---

**Programs for 5-Year B.S./M.S. in Childhood/TESOL**

**NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:**

The New York State Education Department requires that all Grade 1–6 teacher candidates select a liberal arts or science content major and complete an approved childhood teacher preparation program, with an approved pedagogical core.

**DEGREES/MAJOR PROGRAMS OF STUDY:**

B.S./M.S. Childhood Education—Biology/TESOL

B.S./M.S. Childhood Education—English/TESOL

B.S./M.S. Childhood Education—History/TESOL

B.S./M.S. Childhood Education—Mathematics/TESOL

B.S./M.S. Childhood Education—Spanish/TESOL
Students should refer to the area of concentration in this catalog for specific concentration requirements.

**5000-LEVEL COURSES:**

Course descriptions and course fees for 5000-level courses for the 5-year dual degree program can be found in the Molloy College Graduate Catalog.

**REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES—CHILDHOOD PROGRAMS:**

The following are courses **required** to help Childhood Education 1–6 teacher candidates meet General Education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

**English and Literature** (Both Required—6 credits)

- ENG 1100 College Composition (Required with a grade of “B” or better)
  (Transfer students without a transfer “B” in ENG 1100 must take ENG 1200 for “B” or better.)

- ENG 2620 Children’s Literature (Required)

**Psychology** (PSY 2040 or 2050: 3 credits required)

- PSY 2040 Developmental Psychology (Preferred)
- PSY 2050 Child Psychology I: Prenatal Through Middle Childhood

The following are **highly recommended** courses to help Childhood Education 1–6 teacher candidates meet General Education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

**Art History** (Art History courses only) Highly Recommended:

- ART 1350 History of Western Art I: Prehistoric to Renaissance
- ART 1360 History of Western Art II: Renaissance to Modernism

**Biology/Chemistry** (6 credits of Science required) Biology programs will take more than two Science courses for the major. Mathematics programs must take two Lab Science courses as Mathematics Related Requirements. Highly recommended:

- BIO 1120 Integrated Biological Science
- CHE 1030 Chemistry in Today’s World

**History/Political Science** (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended:

- HIS 1010 Western Civilization I
- HIS 1020 Western Civilization II
- HIS 1110 American Civilization I
- HIS 1120 American Civilization II
- POL 1000 Fundamentals of Government (NOT for History majors)
- POL 1010 American National Government

**Mathematics** (6 credits required) Highly recommended:

- MAT 2090 Mathematics for Elementary Teachers From an Advanced Standpoint, Part 1
- MAT 2100 Mathematics for Elementary Teachers From an Advanced Standpoint, Part 2

**Languages** (12 credits required with a minimum grade of “C”). Courses are taken based upon placement. (ESL credits do not apply for TESOL.) Highly recommended:

- SPA 2010 Beginning Spanish III

**ESL (English as a second language) courses are not applicable to the Modern Language requirements for TESOL students for teaching certification.**

**Music History** (Music History courses only) Highly recommended:

- MUS 1050 Achieving a Musical Insight

**Philosophy** Highly recommended:

- PHI 2600 Philosophy of Education

**Physical Education** (1 credit required)

- PED Any one credit PED course

**5-YEAR CHILDHOOD/TESOL MAJOR REQUIREMENTS**

For Highly Recommended and Required Additional General Education Courses, see: Programs for Childhood, Childhood Education 1-6/Early Childhood Birth-2, and Childhood/Special Education.

**55 CREDITS REQUIRED AS FOLLOWS:**

All field experiences for this program provide for a dual experience in both a regular class setting and TESOL inclusive settings

**Sophomore or Junior Year (10 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000</td>
<td>E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290</td>
<td>Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300</td>
<td>Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU class)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3600</td>
<td>Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610</td>
<td>Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650</td>
<td>Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of Junior Year (6 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5253/541</td>
<td>Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5254/542</td>
<td>Structure and Applications of American English</td>
<td>3</td>
</tr>
<tr>
<td>Semester</td>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fall of Senior Year (15 credits)</td>
<td>EDU 3380</td>
<td>Literacy in the Content Areas for Childhood Teachers</td>
</tr>
<tr>
<td></td>
<td>EDU 3410</td>
<td>Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
</tr>
<tr>
<td></td>
<td>EDU 3460</td>
<td>Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12</td>
</tr>
<tr>
<td></td>
<td>EDU 5252/540</td>
<td>Introduction to Linguistics for TESOL and Bilingual Professionals</td>
</tr>
<tr>
<td>Spring of Senior Year (9 credits)</td>
<td>EDU 3510</td>
<td>Social Studies in the Diverse Classroom Birth-Grade 1/Childhood 1-6</td>
</tr>
<tr>
<td></td>
<td>EDU 5130/513</td>
<td>Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12</td>
</tr>
<tr>
<td></td>
<td>EDU 5255/543</td>
<td>Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners</td>
</tr>
<tr>
<td>Fall of 5th Year (9 credits)</td>
<td>EDU 5240/537</td>
<td>Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12</td>
</tr>
<tr>
<td></td>
<td>EDU 5256/544</td>
<td>PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas</td>
</tr>
<tr>
<td></td>
<td>EDU 5480/550A</td>
<td>Pre-Professional Childhood Field Experiences in Inclusive Classrooms</td>
</tr>
<tr>
<td></td>
<td>EDU 5485/550T</td>
<td>Pre-Professional TESOL PK-12 (Five Year Program)</td>
</tr>
<tr>
<td></td>
<td>EDU 5643/547D</td>
<td>Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)</td>
</tr>
<tr>
<td>Spring of 5th Year (6 credits)</td>
<td>EDU 5512/553C</td>
<td>Student Teaching Seminar - Childhood (Grades 1-6) (Five Year TESOL Program)</td>
</tr>
<tr>
<td></td>
<td>EDU 5550/545T</td>
<td>TESOL Student Teaching PK-12 (Five Year Program)</td>
</tr>
<tr>
<td></td>
<td>EDU 5562/551C</td>
<td>Student Teaching Childhood (Grades 1-3 and Grades 4-6) (Five Year Program)</td>
</tr>
</tbody>
</table>
Programs for 5-Year B.S./M.S. & B.A./M.S. in Adolescence/TESOL

NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:

All 7–12 teacher candidates must select a major in a liberal art or science and complete an approved adolescence teacher preparation program, with an approved pedagogical core.

DEGREES/MAJOR PROGRAMS OF STUDY:

B.S./M.S. Adolescence Education—Biology/TESOL
B.A./M.S. Adolescence Education—English/TESOL
B.A./M.S. Adolescence Education—Mathematics/TESOL
B.A./M.S. Adolescence Education—Social Studies/TESOL
B.A./M.S. Adolescence Education—Spanish/TESOL

5000-LEVEL COURSES:

Course descriptions and course fees for 5000-level courses for the 5-year dual degree program can be found in the Molloy College Graduate Catalog.

REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES FOR ADOLESCENCE PROGRAMS:

The following are courses to help Adolescence 7–12 teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1100</td>
<td>College Composition (Required with a grade of “B” or better)</td>
</tr>
<tr>
<td></td>
<td>(Transfer students without a transfer “B” in ENG 1100 must take ENG 1200 for “B” or better.)</td>
</tr>
<tr>
<td>ENG 1610</td>
<td>Introduction to Poetry and Drama (Recommended)</td>
</tr>
<tr>
<td>or</td>
<td>Literature for Adolescents (Recommended)</td>
</tr>
</tbody>
</table>

English and Literature (ENG 1100 required—3 credits)

Psychology (PSY 2040 or 2060: 3 credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2040</td>
<td>Development Psychology (Preferred)</td>
</tr>
<tr>
<td>PSY 2060</td>
<td>Child Psychology II: Middle Childhood Through Adolescence</td>
</tr>
</tbody>
</table>

The following are highly recommended courses to help Adolescence 7–12 teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examination:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1350</td>
<td>History of Western Art I: Prehistoric to Renaissance</td>
</tr>
<tr>
<td>ART 1360</td>
<td>History of Western Art II: Renaissance to Modernism</td>
</tr>
</tbody>
</table>

Music History (Music History courses only) Highly recommended:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1050</td>
<td>Achieving a Musical Insight</td>
</tr>
</tbody>
</table>

Physical Education (1 credit required)

Any 1-credit General Education PED course.

Highly Recommended as Electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 3290</td>
<td>Learning Disabilities</td>
</tr>
</tbody>
</table>

LIBERAL ARTS AND SCIENCES REQUIREMENTS:

For the B.A./M.S. Adolescent/Special Education program students,
additional electives must be taken to meet the 90 Liberal Arts and Science credits required by New York State Department of Education for the award of a B.A. degree. (The B.S./M.S. Adolescent/Special Education program students do not need to take additional electives to meet the 60 Liberal Arts and Science credits for B.S. degrees.)

5-YEAR ADOLESCENCE/TESOL MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Adolescence and Adolescence/Special Education.

49 CREDITS REQUIRED AS FOLLOWS:

All field experiences for this program provide for a dual experience in both a regular classroom setting and special education classroom settings.

**Sophomore or Junior Year (10 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000</td>
<td>E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290</td>
<td>Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300</td>
<td>Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3600</td>
<td>Foundations of Educations for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610</td>
<td>Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650</td>
<td>Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of Junior Year (3 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5254/542</td>
<td>Structure and Application of American English</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall of Senior Year (12 credits)**

Complete one* content area course (3 credits): 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3140</td>
<td>Methods and Techniques of Teaching <strong>Mathematics</strong> for Adolescent Students</td>
<td>*</td>
</tr>
<tr>
<td>EDU 3150</td>
<td>Methods and Techniques of Teaching <strong>Spanish</strong> for Adolescent Students</td>
<td>*</td>
</tr>
<tr>
<td>EDU 3160</td>
<td>Methods and Techniques of Teaching <strong>Social Studies</strong> for Adolescent Students</td>
<td>*</td>
</tr>
<tr>
<td>EDU 3190</td>
<td>Methods and Techniques of Teaching <strong>English</strong> for Adolescent Students</td>
<td>*</td>
</tr>
<tr>
<td>EDU 3460</td>
<td>Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12</td>
<td>*</td>
</tr>
<tr>
<td>EDU 5240/537</td>
<td>Diverse Abilities and Needs of Students in Inclusive Classrooms, Birth-Grade 2, Childhood 1-6 and Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5252/540</td>
<td>Introduction to Linguistics for TESOL and Bilingual Professionals</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5253/541</td>
<td>Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of Senior Year (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5130/513</td>
<td>Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5255/543</td>
<td>Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5061/506B</td>
<td>Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners</td>
<td>6</td>
</tr>
</tbody>
</table>

**Fall of 5th Year (6 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5256/544</td>
<td>PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5485/550T</td>
<td>Pre-Professional TESOL PK-12 (Five Year Program)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5490/554A</td>
<td>Pre-Professional Adolescent Field Experiences in Inclusive Classrooms</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5643/547D</td>
<td>Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of 5th Year (6 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5512/553C</td>
<td>Student Teaching Seminar Childhood (Grades 1-6) (Five Year TESOL Program)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5550/545T</td>
<td>TESOL Student Teaching PK-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5582/555C</td>
<td>Student Teaching Adolescence (Grades 7-9 and 10-12) (Five Year Program)</td>
<td>3</td>
</tr>
</tbody>
</table>

**NOTE:** In order to maintain full-time status, students must take an additional 3-credit course.
Education Program Learning Outcomes

Upon completion of all Bachelor’s and Five Year Combined Degree Education programs, teacher candidates will be able to:

- Demonstrate a high level of written and oral communication skills
- Demonstrate the dispositions, attitudes and beliefs deemed appropriate for teaching professionals
- Demonstrate reflective practice by utilizing research, assessment and professional development to meet the needs of diverse student populations
- Acquire sufficient pedagogical knowledge and skills to be translated into effective teaching
- Acquire sufficient content knowledge and skills to be translated into effective teaching.

Biology and Earth Science Education Programs of Study

CHILDMHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - BIOLOGY—B.S.
New York State Registered Program Code: 23868
HEGIS Code: 802.00 (Elementary Education, General)
Molloy Program of Study Code: CBBBS

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements</strong>: Acceptable courses listed under General Education Requirements — (38 credits needed) See <strong>NOTE</strong></td>
</tr>
<tr>
<td><strong>Education Childhood/Early Childhood Related Requirements</strong>: Second Math course; second Science course (Included with Math &amp; Science General Education Requirements) — (0 credits needed) See <strong>NOTE</strong></td>
</tr>
<tr>
<td>Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History</td>
</tr>
<tr>
<td>English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; ENG 2620 (required for Education Majors)</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2050 (required for Education Majors)</td>
</tr>
<tr>
<td>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; ETH</td>
</tr>
<tr>
<td>Physical Education (1 credit): PED 1</td>
</tr>
<tr>
<td>Core Course (4 credits): COR 4</td>
</tr>
<tr>
<td><strong>Major Requirements</strong> (30 credits):</td>
</tr>
<tr>
<td>BIO 1260 General Biology I 4</td>
</tr>
<tr>
<td>BIO 1270 General Biology II 4</td>
</tr>
<tr>
<td>BIO 1500 Ecology 3</td>
</tr>
<tr>
<td>BIO 1510 Marine Biology 3</td>
</tr>
<tr>
<td>BIO 2200 Laboratory Techniques 3</td>
</tr>
<tr>
<td>BIO 2450 Microbiology 4</td>
</tr>
<tr>
<td>BIO 4900 Biology Seminar 2</td>
</tr>
<tr>
<td>Additional four (4 credits in BIO 2000/3000-level† courses (Select from Course Descriptions Section)</td>
</tr>
<tr>
<td>BIO electives (3-4 credits), from one (1) of the following BIO 3000-level courses:</td>
</tr>
<tr>
<td>BIO 3300 Histology and Micro Techniques *</td>
</tr>
<tr>
<td>BIO 3400 Comparative Anatomy *</td>
</tr>
<tr>
<td>BIO 3410 Embryology *</td>
</tr>
<tr>
<td>BIO 3500 Advanced Microbiology *</td>
</tr>
<tr>
<td>BIO 3560 Hematology and Immunology *</td>
</tr>
<tr>
<td>Science Electives - (Recommended CHE 1120 and GEO 2000) 0</td>
</tr>
<tr>
<td><strong>Related Requirements</strong> (9 credits):</td>
</tr>
<tr>
<td>ESC 1250 Planet Earth 3</td>
</tr>
<tr>
<td>MAT 1150A Elementary Statistics 3</td>
</tr>
<tr>
<td>MAT 2090 Mathematics for Elementary Teachers from an Advanced Standpoint 3</td>
</tr>
<tr>
<td><strong>Education - Childhood/Early Childhood Major Requirements</strong> (40 total credits):</td>
</tr>
<tr>
<td>Sophomore or Junior Year (16 credits):</td>
</tr>
<tr>
<td>EDU 3000 E-Portfolio 0</td>
</tr>
<tr>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom 3</td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0</td>
</tr>
<tr>
<td>EDU 3360 Curriculum and Methodology in Early Childhood Education, Birth-Grade 2 3</td>
</tr>
<tr>
<td>EDU 3520 Teaching Diverse Learners 3</td>
</tr>
<tr>
<td>EDU 3600 Foundations of Education for Regular and Special Education Teachers 3</td>
</tr>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive Settings 1</td>
</tr>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education 3</td>
</tr>
<tr>
<td><strong>Fall of Senior Year</strong> (15 credits):</td>
</tr>
<tr>
<td>EDU 3380 Literacy in the Content Areas for Childhood Teachers 6</td>
</tr>
<tr>
<td>EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3</td>
</tr>
</tbody>
</table>
EDU 3460 Science in the Diverse Classroom  
Birth-Grade 2/Childhood 1-6/Adolescent  
7-12  
3

EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6  
3

EDU 3550 Field Experience in a School Setting - Childhood/EC Program  
0

Spring of Senior Year (9 credits):

EDU 4810 Childhood 1-6/Early Childhood Birth-2 Student Teaching  
8

EDU 4900 Student Teaching Seminar - All Certification Programs  
1

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST  
1000 counts towards required Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)  
--

Total:  
128

ENTIAL 

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: BIO 1260 and MAT 1150A. The Education Childhood/Early Childhood General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 1270 and MAT 2090.

†For one BIO 2000/3000-level elective: BIO 4600 or 4610 may substitute with permission of the chairperson.

CHILDHOOD EDUCATION - BIOLOGY/SPECIAL EDUCATION—B.S.

New York State Registered Program Code: 23869  
HEGIS Code: 802.00 [Elementary Education, General]  
Molloy Program of Study Code: CBSBS

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

Education Childhood/Special Education Related Requirements:  
Second Math course; second Science course (Included with Math & Science General Education Requirements) — (0 credits needed) See NOTE

Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History  
6

English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; ENG 2620 (required for Education Majors)  
9

Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY  
2040/2050 (required for Education Majors)  
9

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH  
9

Physical Education (1 credit): PED  
1

Core Course (4 credits): PED  
4

Major Requirements (30 credits):

BIO 1260 General Biology I  
4

BIO 1270 General Biology II  
4

BIO 1500 Ecology  
3

BIO 1510 Marine Biology  
3

BIO 2200 Laboratory Techniques  
3

BIO 2450 Microbiology  
4

BIO 4900 Biology Seminar  
2

Additional four (4) credits in BIO 2000/3000-level† courses (Select from Course Descriptions Section)  
4

BIO electives (3-4) credits, from one (1) of the following BIO 3000-level courses:  
3

Science Electives - (Recommended CHE 1120 and GEO 2000)  
0

Related Requirements (9 credits):

ESC 1250 Planet Earth  
3

MAT 1150A Elementary Statistics  
3

MAT 2090 Mathematics for Elementary Teachers from an Advanced Standpoint  
3

Education - Childhood/Special Education Major Requirements (40 total credits):

Sophomore or Junior Year (16 credits):

EDU 3000 E-Portfolio  
0

EDU 3290 Strategies for All Learners in the Diverse Classroom  
3

EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)  
0

EDU 3310 Assessment: Uncovering the Abilities of Students with Disabilities in the School Setting  
3

EDU 3350 Students with Disabilities in the School Setting: Characteristics and Educational Needs for the Classroom Teacher  
3

EDU 3600 Foundations of Education for Regular and Special Education Teachers  
3

EDU 3610 Law and Professionalism in Inclusive Settings  
1

EDU 3650 Critical Examination of Issues in Education  
3

208
**Fall of Senior Year** (15 credits):

- EDU 3380 Literacy in the Content Areas for Childhood Teachers 6
- EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3
- EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12 3
- EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3
- EDU 3570 Field Experience in a School Setting - Childhood/Special Education Program 0

**Spring of Senior Year** (9 credits):

- EDU 4820 Childhood/Special Education Student Teaching 8
- EDU 4900 Student Teaching Seminar - All Certification Programs 1

**Electives:** The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 128

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: BIO 1260 and MAT 1150A. The Education Childhood/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 1270 and MAT 2090.

†For one BIO 2000/3000-level elective: BIO 4600, 4610 may substitute with permission of the chairperson.

**CHILDOIRED EDUCATION - BIOLOGY/SPECIAL EDUCATION—B.S./M.S.**

New York State Registered Program Code: 31975
HEGIS Code B.S.: 802.00 [Elementary Education, General]
HEGIS Code M.S.: 808.00 [Special Education, General]
Molloy Program of Study Code: CBSBM

### Credits

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

**Education Childhood/Special Education Related Requirements:**
- Second Math course; second Science course (Included with Math & Science General Education Requirements) — (0 credits needed) See NOTE
- Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History
- English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; ENG 2620 (required for Education Majors)

### Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2050 (required for Education Majors)

### Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH

### Physical Education (1 credit): PED

### Core Course (4 credits): COR

### Major Requirements (30 credits):
- BIO 1260 General Biology I 4
- BIO 1270 General Biology II 4
- BIO 1500 Ecology 3
- BIO 1510 Marine Biology 3
- BIO 2200 Laboratory Techniques 3
- BIO 2450 Microbiology 4
- BIO 4900 Biology Seminar 2

Additional four (4) credits in BIO 2000/3000-level† courses (Select from Course Descriptions Section)

BIO electives (3-4) credits, from one (1) of the following BIO 3000-level courses:

- BIO 3300 Histology and Micro Techniques *
- BIO 3400 Comparative Anatomy *
- BIO 3410 Embryology *
- BIO 3500 Advanced Microbiology *
- BIO 3560 Hematology and Immunology *

**Science Electives** - (Recommended CHE 1120 and GEO 2000) 0

### Related Requirements (9 credits):

- ESC 1250 Planet Earth 3
- MAT 1150A Elementary Statistics 3
- MAT 2090 Mathematics for Elementary Teachers from an Advanced Standpoint - Number Sense and Operations 3

**Education - 5 Year Childhood/Special Education Major Requirements** (55 total EDU credits):

**Sophomore or Junior Year** (10 credits)

- EDU 3000 E-Portfolio 0
- EDU 3290 Strategies for All Learners in the Diverse Classroom 3
- EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0
- EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
- EDU 3610 Law and Professionalism in Inclusive Settings 1
- EDU 3650 Critical Examination of Issues in Education 3

**Spring of Junior Year** (3 credits)

- Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2050 (required for Education Majors)
- Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH
- Physical Education (1 credit): PED
- Core Course (4 credits): COR
EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

**Fall of Senior Year** (15 credits)

EDU 3380 Literacy in the Content Areas for Childhood Teachers 6

EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3

EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12 3

EDU 5275/570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Spectrum Disorder 3

**Spring of Senior Year** (12 credits)

EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2, Childhood 1-6 3

EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

EDU 5481/550B Pre-professional Child Development/Early Childhood Education: Pre-professional Field Experience in Inclusive Classrooms 0

EDU 5276/571 Assessment, Diagnosis and Evaluation of Students with Disabilities 3

EDU 5277/572 Strategies and Methods for Teaching Childhood Students with Disabilities 3

**Fall of 5th Year** (9 credits)

EDU 5279/574 Curriculum Content, Practices and Environmental Issues for Teaching Childhood Students with Disabilities 3

EDU 5511/553B Student Teaching Seminar Childhood/Special Education (Grades 1-6) 0

EDU 5561/551B Student Teaching Childhood (Grades 1-3, Regular and Special Education) 3

EDU 5571/552B Student Teaching Childhood/ Special Education (Grades 4-6, Regular and Special Education) 3

**Spring of 5th Year** (6 credits)

EDU Elective (EDU 5220/526, 5274/569, 5210, 5278 or 5280) 3

EDU 5641/547B Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Childhood Education 3

**Electives:** The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives. No Electives are required if FST is waived. 0-1

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 132-133

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: BIO 1260 and MAT 1150A. The Education 5 Year Childhood/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 1270 and MAT 2090.

†For one BIO 2000/3000-level elective: BIO 4600, 4610 may substitute with permission of the chairperson.

### CHILDHOOD EDUCATION - BIOLOGY/TESOL—B.S./M.S.

New York State Registered Program Code: 38064
HEGIS Code B.S.: 0802.00 (Elementary Education, General)
HEGIS Code M.S.: 1508.00 (Teaching of English as a Second Language)
Molloy Program of Study Code: CBTBM/CBTBG

### Credits

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

**Education Childhood/TESOL Education Related Requirements:**
Second Math course; second Science course (Included with Math & Science General Education Requirements); Beyond the Language General Education requirement - Three additional Modern Language courses required (No ESL/Total 12 credits) — (9 credits needed) See NOTE

- **Arts and Fine Arts (2 disciplines) (6 credits):** ART History; MUS History 6
- **English, Languages and Literature (1 of each discipline plus 3 additional Languages courses) (18 credits):** ENG 1100; ENG 2620 (required for Education Majors); Four Languages courses (No ESL) 18
- **Social and Behavioral Sciences (1 of each discipline) (9 credits):** HIS; POL; PSY 2040/2050 (required for Education Majors) 9
- **Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):** PHI; TRS; and ETH 9
- **Physical Education (1 credit):** PED 1
- **Core Course (4 credits):** COR 4

**Major Requirements** (30 credits):

- BIO 1260 General Biology I 4
- BIO 1270 General Biology II 4
- BIO 1500 Ecology 3
- BIO 1510 Marine Biology 3
- BIO 2200 Laboratory Techniques 3
- BIO 2450 Microbiology 4
- BIO 4900 Biology Seminar 2
- Additional four (4) credits in BIO 2000/3000-level† courses (Select from Course Descriptions Section) 4

210
BIO electives (3-4) credits, from one (1) of the following BIO 3000-level courses:
- BIO 3300 Histology and Micro Techniques
- BIO 3400 Comparative Anatomy
- BIO 3410 Embryology
- BIO 3500 Advanced Microbiology
- BIO 3560 Hematology and Immunology

Science Electives - (Recommended CHE 1120 and GEO 2000) 0

Related Requirements (9 credits):
- ESC 1250 Planet Earth 3
- MAT 1150A Elementary Statistics 3
- MAT 2090 Mathematics for Elementary Teachers from an Advanced Standpoint - Number Sense and Operations 3

Education - 5 Year Childhood/TESOL Major Requirements (55 total EDU credits):

Sophomore or Junior Year (10 credits)
- EDU 3000 E-Portfolio 0
- EDU 3290 Strategies for All Learners in the Diverse Classroom 3
- EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU class) 0
- EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
- EDU 3610 Law and Professionalism in Inclusive Settings 1
- EDU 3650 Critical Examination of Issues in Education 3

Spring of Junior Year (6 credits)
- EDU 5253/541 Second Language Acquisition TESOL and Bilingual Education: Theory and Practice 3
- EDU 5254/542 Structure and Applications of American English 3

Fall of Senior Year (15 credits)
- EDU 3380 Literacy in the Content Areas for Childhood Teachers 6
- EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3
- EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12 3
- EDU 5252/540 Introduction to Linguistics for TESOL and Bilingual Professionals 3

Spring of Senior Year (9 credits)
- EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 1/Childhood 1-6 3
- EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

- EDU 5255/543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners 3

Fall of 5th Year (9 credits)
- EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3
- EDU 5256/544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas 3
- EDU 5480/550A Pre-Professional Childhood Field Experiences in Inclusive Classrooms 0
- EDU 5485/550T Pre-Professional TESOL PK-12 (Five Year Program) 0
- EDU 5643/547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL) 3

Spring of 5th Year (6 credits)
- EDU 5512/553C Student Teaching Seminar - Childhood (Grades 1-6) (Five Year TESOL Program) 0
- EDU 5550/545T TESOL Student Teaching PK-12 3
- EDU 5562/551C Student Teaching Childhood (Grades 1-3 and Grades 4-6) (Five Year Program) 3

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives. No Electives are required if FST is waived.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 141-142

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: BIO 1260 and MAT 1150A. The Education 5 Year Childhood/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 1270 and MAT 2090.

†For one BIO 2000/3000-level elective: BIO 4600, 4610 may substitute with permission of the chairperson.

ADOLESCENCE EDUCATION - BIOLOGY—B.S.
New York State Registered Program Code: 23877
HEGIS Code: 401.01 (Biology, General 7-12 Teacher)
Molloy Program of Study Code: ABIBS

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE
<table>
<thead>
<tr>
<th>Major Requirements (36 credits):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1260 General Biology I†</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1270 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Complete either* BIO 1500 or 1510:</td>
<td>3</td>
</tr>
<tr>
<td>BIO 1500 Ecology</td>
<td>*</td>
</tr>
<tr>
<td>BIO 1510 Marine Biology</td>
<td>*</td>
</tr>
<tr>
<td>BIO 2200 Laboratory Techniques</td>
<td>3</td>
</tr>
<tr>
<td>BIO 2420 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2570 Scientific Research Techniques</td>
<td>2</td>
</tr>
<tr>
<td>Complete 6 additional BIO 3000-level credits (6 credits)</td>
<td>6</td>
</tr>
<tr>
<td>BIO 4900 Biology Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CHE 1320 Inorganic Chemistry II†</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2700 General Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Requirements (16 credits):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 1330 Inorganic Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 1150A Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 2210 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2710 General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education - Adolescence Major Requirements (31 total credits):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sophomore or Junior Year (13 credits):</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 3000 E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3520 Teaching Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3600 Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall of Senior Year (9 credits):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring of Senior Year (9 credits):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12</td>
<td>3</td>
</tr>
</tbody>
</table>

| Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives. | 7       |

(Adjust Electives needed for having a Major(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 128

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirements: BIO 1260 and MAT 1150A. The Education Adolescence General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 1270 and MAT 2210.

†BIO 1260 and CHE 1320 must be taken at the same time by all first year biology majors (BS/BS 7-12).

**ADOLESCENCE EDUCATION - BIOLOGY/SPECIAL EDUCATION—B.S.**

New York State Registered Program Code: 23870
HEGIS Code: 401.01 (Biology, General 7-12 Teacher)
Molloy Program of Study Code: ABSBS

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
</table>

| General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE | -- |

<table>
<thead>
<tr>
<th>Education Adolescence/Special Education Related Requirements:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Math course; second Science course (Included with Math &amp; Science General Education Requirements) — (0 credits needed) See NOTE</td>
<td>--</td>
</tr>
</tbody>
</table>
### Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech

6

### English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and ENG literature (required for Education majors - ENG 1610/ENG 3660 recommended)

9

### Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2060 (required for Education majors)

9

### Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH

9

### Physical Education (1 credit): PED

1

### Core Course (4 credits): COR

4

### Major Requirements (36 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1260 General Biology I †</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1270 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Complete either* BIO 1500 or 1510:</td>
<td>3</td>
</tr>
<tr>
<td>BIO 1500 Ecology</td>
<td>*</td>
</tr>
<tr>
<td>BIO 1510 Marine Biology</td>
<td>*</td>
</tr>
<tr>
<td>BIO 2200 Laboratory Techniques</td>
<td>3</td>
</tr>
<tr>
<td>BIO 2420 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2570 Scientific Research Techniques</td>
<td>2</td>
</tr>
<tr>
<td>Complete 6 additional BIO 3000-level credits (6 credits)</td>
<td>6</td>
</tr>
<tr>
<td>BIO 4900 Biology Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CHE 1320 Inorganic Chemistry I †</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2700 General Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>

### Related Requirements (16 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 1330 Inorganic Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 1150A Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 2210 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2710 General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

### Education - Adolescence/Special Education Major Requirements (34 total credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Fall of Senior Year (9 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3390 Literacy in the Content Areas for Adolescent Teachers</td>
<td>6</td>
</tr>
<tr>
<td>EDU 3700 Field Experience in a School Setting - Adolescence/Special Education Program</td>
<td>0</td>
</tr>
</tbody>
</table>

### Methodology Content Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Spring of Senior Year (9 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 4870 Adolescence/Special Education Student Teaching</td>
<td>8</td>
</tr>
<tr>
<td>EDU 4900 Student Teaching Seminar - All Certification Programs</td>
<td>1</td>
</tr>
</tbody>
</table>

### Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</td>
<td>--</td>
</tr>
</tbody>
</table>

### Total: 128

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: BIO 1260 and MAT 1150A. The Education Adolescence/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 1270 and MAT 2210.

†BIO 1260 and CHE 1320 must be taken at the same time by all first year biology majors (BS/BS 7-12).

### ADOLESCENCE EDUCATION - BIOLOGY/SPECIAL EDUCATION—B.S./M.S.

New York State Registered Program Code: 31977
HEGIS Code B.S.: 401.01 (Biology, General 7-12 Teacher)
HEGIS Code M.S.: 808.00 (Special Education, General)
Molloy Program of Study Code: ABSBM/ABSBG

### Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE</td>
<td>--</td>
</tr>
</tbody>
</table>

### Education 5 Year Adolescence/Special Education Related Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Math course; second Science course (Included with Math &amp; Science General Education Requirements) — (0 credits needed) See NOTE</td>
<td>--</td>
</tr>
</tbody>
</table>

### Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech

6
English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and ENG literature (required for Education majors - ENG 1610/ENG 3660 recommended)

Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2060 (required for Education majors)

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH

Physical Education (1 credit): PED

Core Course (4 credits): COR

Major Requirements (36 credits):

BIO 1260 General Biology †

BIO 1270 General Biology II

Complete either* BIO 1500 or 1510:

BIO 1500 Ecology

BIO 1510 Marine Biology

BIO 2200 Laboratory Techniques

BIO 2420 Genetics

BIO 2570 Scientific Research Techniques

Complete 6 additional BIO 3000-level credits (6 credits)

BIO 4900 Biology Seminar

CHE 1320 Inorganic Chemistry †

PHY 2700 General Physics I

Related Requirements (16 credits):

CHE 1330 Inorganic Chemistry II

MAT 1150A Elementary Statistics

MAT 2210 Calculus I

PHY 2710 General Physics II

Education - 5 Year Adolescence/Special Education Major Requirements (52 total EDU credits):

Sophomore or Junior Year (10 credits)

EDU 3000 E-Portfolio

EDU 3290 Strategies for All Learners in the Diverse Classroom

EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)

EDU 3600 Foundations of Education for Regular and Special Education Teachers

EDU 3610 Law and Professionalism in Inclusive Settings

EDU 3650 Critical Examination of Issues in Education

Spring of Junior Year (3 credits)

EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12

Fall of Senior Year (12 credits)

EDU 5061/506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners

EDU 5275/570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder

Methodology Content Course:

EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12

Spring of Senior Year (12 credits)

EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12

EDU 5276/571 Assessment, Diagnosis and Evaluation of Students with Disabilities

EDU 5278/573 Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities

EDU 5280/575 Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities

EDU 5491/554B Pre-Professional Adolescent/Special Education Field Experiences in Inclusive Classrooms

Fall of 5th Year (9 credits)

EDU Content Elective (EDU 5270, 5272 or 5353/580-5393/599)

EDU 5521/557B Student Teaching Adolescent/Special Education (Grades 7-12)

EDU 5581/555B Student Teaching Adolescence/Special Education (Grades 7-9)

EDU 5591/556B Student Teaching Adolescence/Special Education (Grades 10-12)

Spring of 5th Year (6 credits)

EDU Content Elective (EDU 5270, 5272 or 5353/580-5393/599)

EDU 5642/547C Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Adolescent Education

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives. No Electives are required if FST is waived.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 142-143

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements
will also satisfy the General Education requirement: BIO 1260 and MAT 1150A. The Education 5 Year Adolescence/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 1270 and MAT 2210.

†BIO 1260 and CHE 1320 must be taken at the same time by all first year biology majors (BS/BS 7-12).

**ADOLESCENCE EDUCATION - BIOLOGY/TESOL—B.S./M.S.**

New York State Registered Program Code: 38224
HEGIS Code B.S.: 401.01 {Biology, General 7-12 Teacher}
HEGIS Code M.S.: 1508.00 {Teaching of English as a Second Language}
Molloy Program of Study Code: ABTBM/ABTBG

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

**Education 5 Year Adolescence/TESOL Education Related Requirements:**
Second Math course; second Science course (Included with Math & Science General Education Requirements); Beyond the Language General Education requirement - Three additional Modern Language courses required (No ESL/Total 12 credits) — (9 credits needed) See NOTE

**Arts and Fine Arts (2 out of 3 disciplines) (6 credits):** ART History/MUS History/COM Speech 6

**English, Languages and Literature (1 of each discipline plus 3 extra Languages courses) (18 credits):** ENG 1100; ENG Literature (required for Education majors - ENG 1610/ENG 3660 recommended); Four Languages courses (No ESL) 18

**Social and Behavioral Sciences (1 of each discipline) (9 credits):** HIS; POL; PSY 2040/2060 (required for Education majors) 9

**Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):** PHI; TRS; and ETH 9

**Physical Education (1 credit):** PED 1

**Core Course (4 credits):** COR 4

**Major Requirements** (36 credits):

BIO 1260 General Biology † 4
BIO 1270 General Biology II 4
**Complete either* BIO 1500 or 1510:** 3
BIO 1500 Ecology *
BIO 1510 Marine Biology *
BIO 2200 Laboratory Techniques 3
BIO 2420 Genetics 4

BIO 2570 Scientific Research Techniques 2
**Complete 6 additional BIO 3000-level credits (6 credits)**

BIO 4900 Biology Seminar 2
CHE 1320 Inorganic Chemistry † 4
PHY 2700 General Physics I 4

**Related Requirements** (16 credits):

CHE 1330 Inorganic Chemistry II 5
MAT 1150A Elementary Statistics 3
MAT 2210 Calculus I 4
PHY 2710 General Physics II 4

**Education - 5 Year Adolescence/TESOL Major Requirements** (49 total EDU credits):

**Sophomore or Junior Year** (10 credits)

EDU 3000 E-Portfolio 0
EDU 3290 Strategies for All Learners in the Diverse Classroom 3
EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0
EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
EDU 3610 Law and Professionalism in Inclusive Settings 1
EDU 3650 Critical Examination of Issues in Education 3

**Spring of Junior Year** (3 credits)

EDU 5254/542 Structure and Application of American English 3

**Fall of Senior Year** (12 credits)

**Methodology Content Course:**

EDU 3460 Science in the Diverse Classroom Birth-Grade2/Childhood 1-6/Adolescent 7-12 3
EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms, Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3
EDU 5252/540 Introduction to Linguistics for TESOL and Bilingual Professionals 3
EDU 5253/541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice 3

**Spring of Senior Year** (12 credits)

EDU 5061/506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners 6
EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5255/543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall of 5th Year (6 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 5256/544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5485/550T Preprofessional TESOL PK-12 (Five Year Program)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5490/554A Preprofessional Adolescent Field Experiences in Inclusive Classrooms</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5643/547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring of 5th Year (6 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 5512/553C Student Teaching Childhood (Grades 1-6) (Five Year TESOL Program)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5550/54ST TESOL Student Teaching PK-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5582/55SC Student Teaching Adolescence (Grades 7-9 and 10-12) (Five Year Program)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong>: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. <strong>FST 1000</strong> counts towards required Electives. No Electives are required if FST is waived.</td>
<td>0-1</td>
</tr>
<tr>
<td>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong>:</td>
<td>148-149</td>
</tr>
</tbody>
</table>

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: BIO 1260 and MAT 1150A. The Education 5 Year Adolescence/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 1270 and MAT 2210.

‡BIO 1260 and CHE 1320 must be taken at the same time by all first year biology majors (BS/BS 7-12).

**ADOLESCENCE EDUCATION - EARTH SCIENCE—B.S.**

New York State Registered Program Code: 30870
HEGIS Code: 1917.01 (Earth Science, General 7-12 Teacher)
Molloy Program of Study Code: AEABS

**Credits**

| General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) | -- |
|_________________________________________________________________________________________________________________________|
| **Education Adolescence Related Requirements:** Second Math course; second Science course (Included with Math & Science General Education Requirements) — (3 credits needed) | -- |

<table>
<thead>
<tr>
<th>Extracted Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech</td>
<td>6</td>
</tr>
<tr>
<td>English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; and ENG literature (required for Education majors - ENG 1610/ENG 3660 recommended)</td>
<td>9</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2060 (required for Education majors)</td>
<td>9</td>
</tr>
<tr>
<td>Math and Science (2 of Math) (6 credits): Two MAT</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education (1 credit): PED</td>
<td>1</td>
</tr>
<tr>
<td>Core Course (4 credits): COR</td>
<td>4</td>
</tr>
</tbody>
</table>

**Major Requirements** (36 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1260 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1500 Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ESC 1150 Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>ESC 1250 Planet Earth</td>
<td>3</td>
</tr>
<tr>
<td>ESC 1270 Rocks and Minerals</td>
<td>3</td>
</tr>
<tr>
<td>ESC 1300 Earth’s History</td>
<td>3</td>
</tr>
<tr>
<td>ESC 4600 Internship</td>
<td>3</td>
</tr>
<tr>
<td>ESC 4900 Earth Science Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Complete 4 courses* from the following (12 credits):</td>
<td>12</td>
</tr>
<tr>
<td>ESC 2310 Shaping the Earth</td>
<td>*</td>
</tr>
<tr>
<td>ESC 2330 Water General Planet</td>
<td>*</td>
</tr>
<tr>
<td>ESC 2350 Geology of New York</td>
<td>*</td>
</tr>
<tr>
<td>ESC 2390 Earth’s Atmosphere</td>
<td>*</td>
</tr>
<tr>
<td>ESC 3750 GIS/GPS and the Earth</td>
<td>*</td>
</tr>
</tbody>
</table>

**Related Requirements** (9 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 1320 Inorganic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 1330 Inorganic Chemistry II</td>
<td>5</td>
</tr>
</tbody>
</table>

**Education - Adolescence Major Requirements** (31 total credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sophomore or Junior Year (13 credits):</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 3000 E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3520 Teaching Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3600 Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
</tbody>
</table>
COMMUNICATIONS EDUCATION PROGRAM OF STUDY

The B.S. in Childhood/Early Childhood Education with Communications specializes in web communications.

CHILDMHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - COMMUNICATIONS—B.S.

New York State Registered Program Code: 23868
HEGIS Code: 802.00 [Elementary Education, General]
Molloy Program of Study Code: CCBBS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall of Senior Year (9 credits):**

- EDU 3390 Literacy in the Content Areas for Adolescent Teachers: 6 credits
- EDU 3680 Field Experience in a School Setting - Adolescence Program: 0 credits

**Methodology Content Course:**

- EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12: 3 credits

**Spring of Senior Year (9 credits):**

- EDU 4850 Adolescence Student Teaching: 8 credits
- EDU 4900 Student Teaching Seminar - All Certification Programs: 1 credit

**Electives:** The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. **FST 1000** counts towards required Electives.

(Adjust Electives needed for having a Minor(s), Remedial, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 128 credits

**NOTE:** The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the General Education requirement: **BIO 1260.** The Education Adolescence General Education requirement is a minimum of 6 credits and is adjusted to 3 credits because the following Related requirement is taken: **CHE 1320.**

**Education Childhood/Early Childhood Related Requirements:**

- Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See **NOTE**
- Arts and Fine Arts (2 disciplines) (6 credits): **ART** History; **MUS** History
- English, Languages and Literature (1 of each discipline) (9 credits): **ENG** 1100; Languages, **ENG** 2620 (required for Education majors)
- Social and Behavioral Sciences (1 of each discipline) (9 credits): **HIS**; **POL**; **PSY** 2040/2050 (required for Education majors)
- Math and Science (2 of both disciplines) (12 credits): Two **MAT**; and two Science courses
- Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): **PHI**; **TRS**; and **ETH**
- Physical Education (1 credit): **PED**
- Core Course (4 credits): **COR**

**Major Requirements (27 credits):**

- COM 2110 Gender and Communication: 3 credits
- COM 2130 Intercultural Communication: 3 credits
- COM 2610 Media in the Twenty-First Century: 3 credits
- COM 2620 Social Media: 3 credits
- COM 3150 Organizational Communications: 3 credits
- COM 3310 Video for Websites: 3 credits
- COM 3540 Foundations of Media Theory: 3 credits
- COM 4900 Communications Seminar I: 3 credits
- COM 4910 Communications Seminar II: 3 credits
- Related Requirement - One Advanced Writing course**: (3 credits):
- COM 2600 Research in Communications
- **Core Education - Childhood/Early Childhood Major Requirements** (40 total credits):

**Sophomore or Junior Year (16 credits):**

- EDU 3000 E-Portfolio: 0 credits
- EDU 3290 Strategies for All Learners in the Diverse Classroom: 3 credits
- EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course): 0 credits
- EDU 3360 Curriculum and Methodology in Early Childhood Education, Birth-Grade 2: 3 credits
- EDU 3520 Teaching Diverse Learners: 3 credits
- EDU 3600 Foundations of Education for Regular and Special Education Teachers: 3 credits
- EDU 3610 Law and Professionalism in Inclusive Settings: 1 credit
- EDU 3650 Critical Examination of Issues in Education: 3 credits

**Fall of Senior Year (15 credits):**

- EDU 3690 Literacy in the Content Areas for Adolescent Teachers: 6 credits
- EDU 3680 Field Experience in a School Setting - Adolescence Program: 0 credits
- Methodology Content Course:
  - EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12: 3 credits

**Spring of Senior Year (9 credits):**

- EDU 4850 Adolescence Student Teaching: 8 credits
- EDU 4900 Student Teaching Seminar - All Certification Programs: 1 credit

**Electives:** The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. **FST 1000** counts towards required Electives.

(Adjust Electives needed for having a Minor(s), Remedial, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 128 credits

**NOTE:** The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the General Education requirement: **BIO** 1260. The Education Adolescence General Education requirement is a minimum of 6 credits and is adjusted to 3 credits because the following Related requirement is taken: **CHE** 1320.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3380</td>
<td>Literacy in the Content Areas for Childhood Teachers</td>
<td>6</td>
</tr>
<tr>
<td>EDU 3410</td>
<td>Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3460</td>
<td>Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3510</td>
<td>Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3550</td>
<td>Field Experience in a School Setting - Childhood/EC Program</td>
<td>0</td>
</tr>
</tbody>
</table>

**Spring of Senior Year** (9 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 4810</td>
<td>Childhood 1-6/Early Childhood Birth-2 Student Teaching</td>
<td>8</td>
</tr>
<tr>
<td>EDU 4900</td>
<td>Student Teaching Seminar - All Certification Programs</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives:** The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. **FST 1000** counts towards required Electives. **(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)** --

**Total:** 128

**NOTE:** The General Education requirement is a minimum of 44 credits and the Education Childhood/Early Childhood General Education requirement is a minimum of 6 credits. The Lab Science courses are generally 4 credits or more, so students may actually exceed the minimum credits needed to meet the requirement.

---

**English Education Programs of Study**

All English majors must pass the grammar examination or take ENG 0700 and pass with a grade of “C” or better to remain English majors.

Advanced Writing courses are ENG 2300, 2310, 2320, 2330, 2340, 2350 (3 credits), 2360, 2370, 3010.

**CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - ENGLISH—B.S.**

New York State Registered Program Code: 23868

HEGIS Code: 802.00 (Elementary Education, General)

Molloy Program of Study Code: CEBBS

---

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

---

**Education Childhood/Early Childhood Related Requirements:**

- Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE

**Arts and Fine Arts (2 disciplines) (6 credits):** ART History; MUS History 6

**Languages (3 credits):** Languages 3

**Social and Behavioral Sciences (1 of each discipline) (9 credits):** HIS; POL; PSY 2040/2050 (required for Education Majors) 9

**Math and Science (2 of both disciplines) (12 credits):** Two MAT; and two Science courses 12

**Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):** PHI; TRS; and ETH 9

**Physical Education (1 credit):** PED 1

**Core Course (4 credits):** COR 4

---

**Major Requirements** (27 credits):

- Grammar Exam with Passing Score or ENG 0700 (Credits not counted towards degree) 0
- ENG 1100 College Composition† 3
- ENG 1610 Introduction to Poetry and Drama 3
- ENG 2220 Introduction to Linguistics 3

**Complete 3 courses* from ENG 2410, 2420, 2430, 2440:** 9

- ENG 2410 Great Writers of English Literature I 3
- ENG 2420 Great Writers of English Literature II 3
- ENG 2430 Major American Writers I 3
- ENG 2440 Major American Writers II 3
- ENG 2620 Children’s Literature 3
- ENG 4900 English Seminar 3

**One Advanced Writing course**

---

**Related Requirements** - (6 credits)

- Complete two** of the following COM courses: 6
  - COM 1100 Experiences in Communication **
  - COM 1200 Oral Interpretation of Children’s Literature **
  - COM 2100 Public Speaking **

**Education - Childhood/Early Childhood Major Requirements** (40 total credits):

**Sophomore or Junior Year** (16 credits):

- EDU 3000 E-Portfolio 0
- EDU 3290 Strategies for All Learners in the Diverse Classroom 3
- EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0

---
EDU 3360 Curriculum and Methodology in Early Childhood Education, Birth-Grade 2 3
EDU 3520 Teaching Diverse Learners 3
EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
EDU 3610 Law and Professionalism in Inclusive Settings 1
EDU 3650 Critical Examination of Issues in Education 3

Fall of Senior Year (15 credits):
EDU 3380 Literacy in the Content Areas for Childhood Teachers 6
EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3
EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12 3
EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3
EDU 3550 Field Experience in a School Setting - Childhood/EC Program 0

Spring of Senior Year (9 credits):
EDU 4810 Childhood 1-6/Early Childhood Birth-2 Student Teaching 8
EDU 4900 Student Teaching Seminar - All Certification Programs 1

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives.
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: ENG 1100 and ENG 2620.

†Transfer students: English majors and English Education majors transferring into Molloy with the equivalent course for ENG 1100 must take ENG 1200 and achieve a "B" or better.

CHILDDHOOD EDUCATION - ENGLISH/SPECIAL EDUCATION—B.S.
New York State Registered Program Code: 23869
HEGIS Code: 802.00 (Elementary Education, General)
Molloy Program of Study Code: CESBS

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE --

Education Childhood/Special Education Related Requirements:
Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE

Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History 6
Languages (3 credits): Languages 3
Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2050 (required for Education Majors) 9
Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses 12
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH 9
Physical Education (1 credit): PED 1

Core Course (4 credits): COR 4

Major Requirements (27 credits):
Grammar Exam with Passing Score or ENG 0700 (Credits not counted towards degree) 0
ENG 1100 College Composition† 3
ENG 1610 Introduction to Poetry and Drama 3
ENG 2220 Introduction to Linguistics 3
Complete 3 courses* from ENG 2410, 2420, 2430, 2440: 9
ENG 2410 Great Writers of English Literature I *
ENG 2420 Great Writers of English Literature II *
ENG 2430 Major American Writers I *
ENG 2440 Major American Writers II *
ENG 2620 Children's Literature 3
ENG 4900 English Seminar 3

Advanced Writing Requirement: 3
One advanced writing course

Related Requirements - (6 credits)
Complete two** of the following COM courses: 6
COM 1100 Experiences in Communication **
COM 1200 Oral Interpretation of Children’s Literature **
COM 2100 Public Speaking **

Education - Childhood/Special Education Major Requirements (40 total credits):

Sophomore or Junior Year (16 credits):
EDU 3000 E-Portfolio 0
EDU 3290 Strategies for All Learners in the Diverse Classroom 3
EDU 3300 Field Experience in a School Setting  
- 2 hours a week in a local school (pre- or co-requisite to first EDU course)  

EDU 3310 Assessment: Uncovering the Abilities  
of Students with Disabilities in the School Setting  

EDU 3350 Students with Disabilities in the  
School Setting: Characteristics and Educational Needs for the Classroom Teacher  

EDU 3600 Foundations of Education for Regular and Special Education Teachers  

EDU 3610 Law and Professionalism in Inclusive Settings  

EDU 3650 Critical Examination of Issues in Education  

Fall of Senior Year (15 credits):  
EDU 3380 Literacy in the Content Areas for Childhood Teachers  
EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6  
EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12  
EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6  
EDU 3570 Field Experience in a School Setting - Childhood/Special Education Program  

Spring of Senior Year (9 credits):  
EDU 4820 Childhood/Special Education Student Teaching  
EDU 4900 Student Teaching Seminar - All Certification Programs  

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives.  

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)  

Total: 128  

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: ENG 1100 and ENG 2620.  
†Transfer students: English majors and English Education majors transferring into Molloy with the equivalent course for ENG 1100 must take ENG 1200 and achieve a “B” or better.

CHILDHOOD EDUCATION - ENGLISH/SPECIAL EDUCATION—B.S./M.S.  
New York State Registered Program Code: 31975  
HEGIS Code B.S.: 802.00 (Elementary Education, General)  
HEGIS Code M.S.: 808.00 (Special Education, General)  
Molloy Program of Study Code: CESBM/CESBG

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

Education 5 Year Childhood/Special Education Related Requirements:  
Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE

Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History  
Languages (3 credits): Languages  
Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2050 (required for Education Majors)  
Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses  
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH  
Physical Education (1 credit): PED  
Core Course (4 credits): COR  

Major Requirements (27 credits):  
Grammar Exam with Passing Score or ENG 0700 (Credits not counted towards degree)  
ENG 1100 College Composition†  
ENG 1610 Introduction to Poetry and Drama  
ENG 2220 Introduction to Linguistics  
Complete 3 courses* from ENG 2410, 2420, 2430, 2440:  
ENG 2410 Great Writers of English Literature I*  
ENG 2420 Great Writers of English Literature II*  
ENG 2430 Major American Writers I*  
ENG 2440 Major American Writers II*  
ENG 2620 Children’s Literature  
ENG 4900 English Seminar  
Advanced Writing Requirement:  
One advanced writing course  

Related Requirements - (6 credits)  
Complete two** of the following COM courses:  
COM 1100 Experiences in Communication  
COM 1200 Oral Interpretation of Children’s Literature  
COM 2100 Public Speaking

Credits

---

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: ENG 1100 and ENG 2620.  
†Transfer students: English majors and English Education majors transferring into Molloy with the equivalent course for ENG 1100 must take ENG 1200 and achieve a “B” or better.
### Education - 5 Year Childhood/Special Education Major Requirements (55 total EDU credits):

#### Sophomore or Junior Year (10 credits)
- EDU 3000 E-Portfolio 0
- EDU 3290 Strategies for All Learners in the Diverse Classroom 3
- EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0
- EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
- EDU 3610 Law and Professionalism in Inclusive Settings 1
- EDU 3650 Critical Examination of Issues in Education 3

#### Spring of 5th Year (6 credits)
- EDU Elective (EDU 5220/526, 5274/569, 5210, 5278 or 5280) 3
- EDU 5481/550B Pre-professional Childhood/ Special Education Field Experience in Inclusive Classrooms 0

#### Spring of 5th Year (12 credits)
- EDU 5511/553B Student Teaching Childhood/ Special Education (Grades 1-6, Regular and Special Education) 3

---

### Total Courses (55 credits)

#### Fall of Senior Year (3 credits)
- EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

#### Spring of Senior Year (12 credits)
- EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2, Childhood 1-6 3
- EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3
- EDU 5276/571 Assessment, Diagnosis and Evaluation of Students with Disabilities 3
- EDU 5277/572 Strategies and Methods for Teaching Childhood Students with Disabilities 3
- EDU 5481/550B Pre-professional Childhood/ Special Education Field Experience in Inclusive Classrooms 0

#### Total (60 credits)

---

### Credits

#### General Education Requirements:
- Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

#### Education 5 Year Childhood/TESOL Education Related Requirements:
- Second Math course; second Science course (Included with Math & Science General Education Requirements); — (15 credits needed) See NOTE

#### Arts and Fine Arts (2 disciplines) (6 credits):
- ART History; MUS History

#### Languages/TESOL (12 credits):
- Languages (No ESL)

#### Social and Behavioral Sciences (1 of each discipline) (9 credits):
- HIS; POL; PSY
- 2040/2050 (required for Education Majors)
Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses  

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH  

Physical Education (1 credit): PED  

Core Course (4 credits): COR  

**Major Requirements** (27 credits):  

Grammar Exam with Passing Score or ENG 0700 (Credits not counted towards degree)  

ENG 1100 College Composition†  

ENG 1610 Introduction to Poetry and Drama  

ENG 2220 Introduction to Linguistics  

Complete 3 courses* from ENG 2410, 2420, 2430, 2440:  

ENG 2410 Great Writers of English Literature I *  

ENG 2420 Great Writers of English Literature II *  

ENG 2430 Major American Writers I *  

ENG 2440 Major American Writers II *  

ENG 2620 Children’s Literature  

ENG 4900 English Seminar  

Advanced Writing Requirement:  

One advanced writing course  

**Related Requirements** - (6 credits)  

Complete two** of the following COM courses:  

COM 1100 Experiences in Communication **  

COM 1200 Oral Interpretation of Children’s Literature **  

COM 2100 Public Speaking **  

**Education - 5 Year Childhood/TESOL Major Requirements** (55 total EDU credits):  

**Sophomore or Junior Year** (10 credits)  

EDU 3000 E-Portfolio  

EDU 3290 Strategies for All Learners in the Diverse Classroom  

EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU class)  

EDU 3600 Foundations of Education for Regular and Special Education Teachers  

EDU 3610 Law and Professionalism in Inclusive Settings  

EDU 3650 Critical Examination of Issues in Education  

**Spring of Junior Year** (6 credits)  

EDU 5253/541 Second Language Acquisition TESOL and Bilingual Education: Theory and Practice  

EDU 5254/542 Structure and Applications of American English  

**Fall of Senior Year** (15 credits)  

EDU 3380 Literacy in the Content Areas for Childhood Teachers  

EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6  

EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12  

EDU 5252/540 Introduction to Linguistics for TESOL and Bilingual Professionals  

**Spring of Senior Year** (9 credits)  

EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 1/Childhood 1-6  

EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12  

EDU 5255/543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners  

**Fall of 5th Year** (9 credits)  

EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12  

EDU 5256/544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas  

EDU 5480/550A Pre-Professional Childhood Field Experiences in Inclusive Classrooms  

EDU 5485/550T Pre-Professional TESOL PK-12 (Five Year Program)  

EDU 5643/547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)  

**Spring of 5th Year** (6 credits)  

EDU 5512/553C Student Teaching Seminar - Childhood (Grades 1-6) (Five Year TESOL Program)  

EDU 5550/54ST TESOL Student Teaching PK-12  

EDU 5562/551C Student Teaching Childhood (Grades 1-3 and Grades 4-6) (Five Year Program)  

#English Competency Specialty Test Preparation Course  

**Electives**: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. **FST 1000** counts towards required Electives. No Electives required if FST is waived.  

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)  

**Total:** 141-142
NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: ENG 1100 and ENG 2620.

†Transfer students: English majors and English Education majors transferring into Molloy with the equivalent course for ENG 1100 must take ENG 1200 and achieve a “B” or better.

### ADOLESCENCE EDUCATION - ENGLISH—B.A.
New York State Registered Program Code: 23878  
HEGIS Code: 1501.01 (English, General 7-12 Teacher)  
Molloy Program of Study Code: AENBA

<table>
<thead>
<tr>
<th>Credits</th>
<th>General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education Adolescence Related Requirements: Second Math course; second Science course (Included with Math &amp; Science General Education Requirements) — (6 credits needed) See NOTE</td>
</tr>
<tr>
<td></td>
<td>Arts and Fine Arts (1 discipline) (3 credits): ART History/MUS History</td>
</tr>
<tr>
<td></td>
<td>Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2060 (required for Education majors)</td>
</tr>
<tr>
<td></td>
<td>Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses</td>
</tr>
<tr>
<td></td>
<td>Philosophy, Religion/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI (PHI 102 strongly recommended); TRS; and ETH</td>
</tr>
<tr>
<td></td>
<td>Physical Education (1 credit): PED</td>
</tr>
<tr>
<td></td>
<td>Core Course (4 credits): COR</td>
</tr>
<tr>
<td></td>
<td>Major Requirements (36 credits): Grammar Exam with Passing Score or ENG 0700 (Credits not counted towards degree)</td>
</tr>
<tr>
<td></td>
<td>ENG 1100 College Composition†</td>
</tr>
<tr>
<td></td>
<td>Complete one ENG course* from the following choices (ENG 1610 and ENG 3110 recommended): ENG 1610 Introduction to Poetry and Drama</td>
</tr>
<tr>
<td></td>
<td>ENG 1620 Short Story</td>
</tr>
<tr>
<td></td>
<td>ENG 3110 Shakespeare</td>
</tr>
<tr>
<td></td>
<td>ENG 2220 Introduction to Linguistics</td>
</tr>
<tr>
<td></td>
<td>ENG 2310 Advanced Composition (Advanced Writing Requirement)</td>
</tr>
<tr>
<td></td>
<td>ENG 2410 Great Writers of English Literature I</td>
</tr>
<tr>
<td></td>
<td>ENG 2420 Great Writers of English Literature II</td>
</tr>
<tr>
<td></td>
<td>ENG 2430 Major American Writers I</td>
</tr>
<tr>
<td></td>
<td>ENG 2440 Major American Writers II</td>
</tr>
<tr>
<td></td>
<td>Complete either** ENG 2510 or ENG 2630:</td>
</tr>
<tr>
<td></td>
<td>ENG 2510 Continental Literature I: The Ancient World **</td>
</tr>
<tr>
<td></td>
<td>ENG 2630 Mythology and Legend **</td>
</tr>
<tr>
<td></td>
<td>Complete either*** ENG 3630 or ENG 3640:</td>
</tr>
<tr>
<td></td>
<td>ENG 3630 African-American Literature From 18th Century to 1940 ***</td>
</tr>
<tr>
<td></td>
<td>ENG 3640 African-American Literature From 1940 to the Present ***</td>
</tr>
<tr>
<td></td>
<td>ENG 3660 Literature for Adolescents</td>
</tr>
<tr>
<td></td>
<td>ENG 4900 English Seminar</td>
</tr>
<tr>
<td></td>
<td>Related Requirements - (9 credits) Complete two**** of the following COM courses:</td>
</tr>
<tr>
<td></td>
<td>Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</td>
</tr>
<tr>
<td></td>
<td>Education - Adolescence Major Requirements (31 total credits): Sophomore or Junior Year (13 credits): EDU 3000 E-Portfolio</td>
</tr>
<tr>
<td></td>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom</td>
</tr>
<tr>
<td></td>
<td>EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
</tr>
<tr>
<td></td>
<td>EDU 3520 Teaching Diverse Learners</td>
</tr>
<tr>
<td></td>
<td>EDU 3600 Foundations of Education for Regular and Special Education Teachers</td>
</tr>
<tr>
<td></td>
<td>EDU 3610 Law and Professionalism in Inclusive Settings</td>
</tr>
<tr>
<td></td>
<td>EDU 3650 Critical Examination of Issues in Education</td>
</tr>
<tr>
<td></td>
<td>Fall of Senior Year (9 credits): EDU 3390 Literacy in the Content Areas for Adolescent Teachers</td>
</tr>
<tr>
<td></td>
<td>EDU 3680 Field Experience in a School Setting - Adolescence Program</td>
</tr>
<tr>
<td></td>
<td>Methodology Content Course: EDU 3190 Methods and Techniques of Teaching English for Adolescent Students</td>
</tr>
<tr>
<td></td>
<td>Spring of Senior Year (9 credits): EDU 4850 Adolescence Student Teaching</td>
</tr>
<tr>
<td></td>
<td>EDU 4900 Student Teaching Seminar - All Certification Programs</td>
</tr>
<tr>
<td></td>
<td>#English Competency Specialty Test Preparation Course</td>
</tr>
</tbody>
</table>
Electives: 8 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. **FST 1000** counts towards required Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 128

NOTE: The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the requirement: ENG 1100, ENG 2410 and a Related Required COM course. The Languages requirement is met as 3 credits of English Related Requirements.

†Transfer students: English majors and English Education majors transferring into Molloy with the equivalent course for ENG 1100 must take ENG 1200 and achieve a "B" or better.

‡Students must take the English Content Specialty Test Preparation Course through Molloy Continuing Education - ED-7300.

**PROGRESSION FOR ENGLISH ADOLESCENCE MAJORS:**

- Students should complete all or nearly all English courses (except ENG 4900) before beginning Phase 1 of the Education program. Students planning to student teach in England in Phase 3 should complete ENG 4900 before beginning Phase 3.
- Students must take the English content Specialty Test Preparation Course (Continuing Education course ED-7300) before taking the English Specialty Test.
- Students should take the English Content Specialty Test immediately after completing their English courses (except ENG 4900).

**ADOLESCENCE EDUCATION - ENGLISH/SPECIAL EDUCATION—B.A.**

New York State Registered Program Code: 23871
HEGIS Code: 1501.01 {English, General 7-12 Teacher}
Molloy Program of Study Code: AESBA

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE

**Education Adolescence/Special Education Related Requirements:**
- Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE

**Arts and Fine Arts (1 discipline) (3 credits): ART History/MUS History 3**

**Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2060 (required for Education majors) 9**

**Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses 12**

**Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI (PHI 1020 strongly recommended); TRS; and ETH 9**

**Physical Education (1 credit): PED 1**

**Core Course (4 credits): COR 4**

**Major Requirements (36 credits):**

- Grammar Exam with Passing Score or ENG 0700 (Credits not counted towards degree) 0
- ENG 1100 College Composition† 3
- Complete one ENG course* from the following choices (ENG 1610 and ENG 3110 recommended): 3
  - ENG 1610 Introduction to Poetry and Drama *
  - ENG 1620 Short Story *
  - ENG 3110 Shakespeare *
  - ENG 2220 Introduction to Linguistics 3
- ENG 2310 Advanced Composition (Advanced Writing Requirement) 3
- ENG 2410 Great Writers of English Literature I 3
- ENG 2420 Great Writers of English Literature II 3
- ENG 2430 Major American Writers I 3
- ENG 2440 Major American Writers II 3
- Complete either** ENG 2510 or ENG 2630: 3
  - ENG 2510 Continental Literature I: The Ancient World **
  - ENG 2630 Mythology and Legend **
- Complete either*** ENG 3630 or ENG 3640: 3
  - ENG 3630 African-American Literature from 18th Century to 1940 ***
  - ENG 3640 African-American Literature from 1940 to the Present ***
- ENG 3660 Literature for Adolescents 3
- ENG 4900 English Seminar 3

**Related Requirements (9 credits)**

- Complete two **** of the following COM courses: 6
  - COM 1100 Experience in Communication ****
  - COM 1200 Oral Interpretation of Children’s Literature ****
  - COM 2100 Public Speaking ****
- Languages: ARA, CHI, ESL, FRI, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses 3

**Education - Adolescence/Special Education Major Requirements (34 total credits):**

**Sophomore or Junior Year** (16 credits):

- EDU 3000 E-Portfolio 0
- EDU 3290 Strategies for All Learners in the Diverse Classroom 3
- EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0
**ADOLESCENCE EDUCATION - ENGLISH/SPECIAL EDUCATION—B.A./M.S.**

New York State Registered Program Code: 31978  
HEGIS Code B.A.: 1501.01 (English, General 7-12 Teacher)  
HEGIS Code M.S.: 808.00 (Special Education, General)  
Molloy Program of Study Code: AESBM/AESBG

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE</td>
</tr>
<tr>
<td>Education 5 Year Adolescence/Special Education Related Requirements: Second Math course; second Science course (Included with Math &amp; Science General Education Requirements) — (6 credits needed) See NOTE</td>
</tr>
<tr>
<td>Arts and Fine Arts (1 discipline) (3 credits): ART History/MUS History</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2060 (required for Education majors)</td>
</tr>
<tr>
<td>Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses</td>
</tr>
<tr>
<td>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI (PHI 1020 strongly recommended); TRS; and ETH</td>
</tr>
<tr>
<td>Physical Education (1 credit): PED</td>
</tr>
<tr>
<td>Core Course (4 credits): COR</td>
</tr>
<tr>
<td>Major Requirements (36 credits):</td>
</tr>
<tr>
<td>Grammar Exam with Passing Score or ENG 0700 (Credits not counted towards degree)</td>
</tr>
<tr>
<td>ENG 1100 College Composition†</td>
</tr>
<tr>
<td>Complete one ENG course* from the following choices (ENG 1610 and ENG 3110 recommended):</td>
</tr>
<tr>
<td>ENG 1610 Introduction to Poetry and Drama</td>
</tr>
<tr>
<td>ENG 1620 Short Story</td>
</tr>
<tr>
<td>ENG 3110 Shakespeare</td>
</tr>
<tr>
<td>ENG 2220 Introduction to Linguistics</td>
</tr>
<tr>
<td>ENG 2310 Advanced Composition (Advanced Writing Requirement)</td>
</tr>
<tr>
<td>ENG 2410 Great Writers of English Literature I</td>
</tr>
<tr>
<td>ENG 2420 Great Writers of English Literature II</td>
</tr>
<tr>
<td>ENG 2430 Major American Writers I</td>
</tr>
<tr>
<td>ENG 2440 Major American Writers II</td>
</tr>
<tr>
<td>Complete either** ENG 2510 or ENG 2630:</td>
</tr>
<tr>
<td>ENG 2510 Continental Literature I: The Ancient World</td>
</tr>
<tr>
<td>ENG 2630 Mythology and Legend</td>
</tr>
<tr>
<td>Complete either*** ENG 3630 or ENG 3640:</td>
</tr>
</tbody>
</table>

**PROGRESSION FOR ENGLISH ADOLESCENCE MAJORS:**

- Students should complete all or nearly all English courses (except ENG 4900) before beginning Phase 1 of the Education program. Students planning to student teach in England in Phase 3 should complete ENG 4900 before beginning Phase 3.
- Students must take the English content Specialty Test Preparation Course (Continuing Education course ED-7300) before taking the English Specialty Test.
- Students should take the English Content Specialty Test immediately after completing their English courses (except ENG 4900).

---

**ADOLESCENCE EDUCATION - ENGLISH/SPECIAL EDUCATION—B.A./M.S.**

New York State Registered Program Code: 31978  
HEGIS Code B.A.: 1501.01 (English, General 7-12 Teacher)  
HEGIS Code M.S.: 808.00 (Special Education, General)  
Molloy Program of Study Code: AESBM/AESBG

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE</td>
</tr>
<tr>
<td>Education 5 Year Adolescence/Special Education Related Requirements: Second Math course; second Science course (Included with Math &amp; Science General Education Requirements) — (6 credits needed) See NOTE</td>
</tr>
<tr>
<td>Arts and Fine Arts (1 discipline) (3 credits): ART History/MUS History</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2060 (required for Education majors)</td>
</tr>
<tr>
<td>Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses</td>
</tr>
<tr>
<td>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI (PHI 1020 strongly recommended); TRS; and ETH</td>
</tr>
<tr>
<td>Physical Education (1 credit): PED</td>
</tr>
<tr>
<td>Core Course (4 credits): COR</td>
</tr>
<tr>
<td>Major Requirements (36 credits):</td>
</tr>
<tr>
<td>Grammar Exam with Passing Score or ENG 0700 (Credits not counted towards degree)</td>
</tr>
<tr>
<td>ENG 1100 College Composition†</td>
</tr>
<tr>
<td>Complete one ENG course* from the following choices (ENG 1610 and ENG 3110 recommended):</td>
</tr>
<tr>
<td>ENG 1610 Introduction to Poetry and Drama</td>
</tr>
<tr>
<td>ENG 1620 Short Story</td>
</tr>
<tr>
<td>ENG 3110 Shakespeare</td>
</tr>
<tr>
<td>ENG 2220 Introduction to Linguistics</td>
</tr>
<tr>
<td>ENG 2310 Advanced Composition (Advanced Writing Requirement)</td>
</tr>
<tr>
<td>ENG 2410 Great Writers of English Literature I</td>
</tr>
<tr>
<td>ENG 2420 Great Writers of English Literature II</td>
</tr>
<tr>
<td>ENG 2430 Major American Writers I</td>
</tr>
<tr>
<td>ENG 2440 Major American Writers II</td>
</tr>
<tr>
<td>Complete either** ENG 2510 or ENG 2630:</td>
</tr>
<tr>
<td>ENG 2510 Continental Literature I: The Ancient World</td>
</tr>
<tr>
<td>ENG 2630 Mythology and Legend</td>
</tr>
<tr>
<td>Complete either*** ENG 3630 or ENG 3640:</td>
</tr>
</tbody>
</table>

**PROGRESSION FOR ENGLISH ADOLESCENCE MAJORS:**

- Students should complete all or nearly all English courses (except ENG 4900) before beginning Phase 1 of the Education program. Students planning to student teach in England in Phase 3 should complete ENG 4900 before beginning Phase 3.
- Students must take the English content Specialty Test Preparation Course (Continuing Education course ED-7300) before taking the English Specialty Test.
- Students should take the English Content Specialty Test immediately after completing their English courses (except ENG 4900).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3630</td>
<td>African-American Literature from 18th Century to 1940</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3640</td>
<td>African-American Literature from 1940 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3660</td>
<td>Literature for Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4900</td>
<td>English Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Related Requirements (9 credits)**

Complete two of the following COM courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 1100</td>
<td>Experience in Communication</td>
<td>****</td>
</tr>
<tr>
<td>COM 1200</td>
<td>Oral Interpretation of Children’s Literature</td>
<td>****</td>
</tr>
<tr>
<td>COM 2100</td>
<td>Public Speaking</td>
<td>****</td>
</tr>
</tbody>
</table>

Languages: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses

**Education - 5 Year Adolescence/Special Education Major Requirements (52 total EDU credits):**

**Sophomore or Junior Year (10 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000</td>
<td>E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290</td>
<td>Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300</td>
<td>Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3600</td>
<td>Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610</td>
<td>Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650</td>
<td>Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of Junior Year (3 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5240/537</td>
<td>Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall of Senior Year (12 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5061/5068</td>
<td>Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners</td>
<td>6</td>
</tr>
<tr>
<td>EDU 5275/570</td>
<td>Characteristic of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder</td>
<td>3</td>
</tr>
</tbody>
</table>

**Methodology Content Course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3190</td>
<td>Methods and Techniques of Teaching English for Adolescent Students</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of Senior Year (12 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5130/513</td>
<td>Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5276/571</td>
<td>Assessment, Diagnosis and Evaluation of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5278/573</td>
<td>Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5280/575</td>
<td>Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5491/554B</td>
<td>Pre-Professional Adolescent/ Special Education Field Experiences in Inclusive Classrooms</td>
<td>0</td>
</tr>
</tbody>
</table>

**Fall of 5th Year (9 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU Content Elective (EDU 5270, 5272 or 5353/580-5393/599)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5521/557B</td>
<td>Student Teaching Adolescent/ Special Education (Grades 7-12)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5581/555B</td>
<td>Student Teaching Adolescent/ Special Education (Grades 7-9)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5591/556B</td>
<td>Student Teaching Adolescent/ Special Education (Grades 10-12)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of 5th Year (6 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU Content Elective (EDU 5270, 5272 or 5353/580-5393/599)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 5642/547C</td>
<td>Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Adolescent Education</td>
<td>3</td>
</tr>
<tr>
<td>#English Competency Specialty Test Preparation Course</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Electives: 8 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 1000 counts towards required Electives.</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 143

**NOTE:** The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the General Education requirement: ENG 1100, ENG 2410 and a Related Required COM course. The Languages requirement is met as 3 credits of English Related Requirements.

†Transfer students: English majors and English Education majors transferring into Molloy with the equivalent course for ENG 1100 must take ENG 1200 and achieve a “B” or better.

‡Students must take the English Competency Specialty Test Preparation Course through Molloy Continuing Education - ED-7300.

**PROGRESSION FOR ENGLISH ADOLESCENCE MAJORS:**

- Students should complete all or nearly all English courses (except ENG 4900) before beginning Phase 1 of the Education program. Students planning to student teach in England in Phase 3 should complete ENG 4900 before beginning Phase 3.
• Students must take the English content Specialty Test Preparation Course (Continuing Education course ED-7300) before taking the English Specialty Test.
• Students should take the English Content Specialty Test immediately after completing their English courses (except ENG 4900).

**ADOLESCENCE EDUCATION - ENGLISH/TESOL—**
**B.A./M.S.**
New York State Registered Program Code: 38222
HEGIS Code B.A.: 1501.01 (English, General 7-12 Teacher)
HEGIS Code M.S.: 1508.00 (Teaching of English as a Second Language)
Molloy Program of Study Code: AETBM/AETBG

---

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE

**Education 5 Year Adolescence/TESOL**

**Education Related Requirements:**
Second Math course; second Science course (Included with Math & Science General Education Requirements);
Beyond the Languages General Education requirement - Three additional Languages courses required (No ESL/Total 12 credits)
— (15 credits needed) See NOTE

- **Arts and Fine Arts** (1 discipline) (3 credits): ART History/MUS History 3
- **Languages** (1 discipline) 3 Languages courses (No ESL) in addition to a Languages course in the English Related Requirements 9
- **Social and Behavioral Sciences** (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2060 (required for Education majors) 9
- **Math and Science** (2 of both disciplines) (12 credits): Two MAT; and two Science courses 12
- **Philosophy, Theology/Religious Studies and Ethics** (1 of each discipline) (9 credits): PHI (PHI 1020 strongly recommended); TRS; and ETH 9
- **Physical Education** (1 credit): PED 1
- **Core Course** (4 credits): COR 4

**Major Requirements** (36 credits):

- **Grammar Exam with Passing Score or ENG 0700** (Credits not counted towards degree) 0
- ENG 1100 College Composition† 3
- **Complete one ENG course* from the following choices (ENG 1610 and ENG 3110 recommended):**
  - ENG 1610 Introduction to Poetry and Drama *
  - ENG 1620 Short Story *
  - ENG 3110 Shakespeare *
- ENG 2220 Introduction to Linguistics 3
- ENG 2310 Advanced Composition (Advanced Writing Requirement) 3
- ENG 2410 Great Writers of English Literature I 3
- ENG 2420 Great Writers of English Literature II 3
- ENG 2430 Major American Writers I 3
- ENG 2440 Major American Writers II 3
- **Complete either** ENG 2510 or ENG 2630:
  - ENG 2510 Continental Literature I: The Ancient World **
  - ENG 2630 Mythology and Legend **
- **Complete either** ENG 3630 or ENG 3640:
  - ENG 3630 African-American Literature from 18th Century to 1940 ***
  - ENG 3640 African-American Literature from 1940 to the Present ***
- ENG 3660 Literature for Adolescents 3
- ENG 4900 English Seminar 3

**Related Requirements** (9 credits)

- **Complete two*** of the following COM courses: 6
  - COM 1100 Experience in Communication ****
  - COM 1200 Oral Interpretation of Children’s Literature ****
  - COM 2100 Public Speaking ****

- **Languages:** ARA, CHI, FRE, ITA, SPA (No ASL/ESL); Refer to the General Education Section of the Catalog for appropriate courses 3

---

**Education - 5 Year Adolescence/TESOL Major Requirements** (49 total EDU credits):

**Sophomore or Junior Year** (10 credits)

- EDU 3000 E-Portfolio 0
- EDU 3290 Strategies for All Learners in the Diverse Classroom 3
- EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0
- EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
- EDU 3610 Law and Professionalism in Inclusive Settings 1
- EDU 3650 Critical Examination of Issues in Education 3

**Spring of Junior Year** (3 credits)

- EDU 5254/542 Structure and Application of American English 3

**Fall of Senior Year** (12 credits)

- EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms, Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

EDU 5252/540 Introduction to Linguistics for TESOL and Bilingual Professionals 3

EDU 5253/541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice 3

Methodology Content Course:

EDU 3190 Methods and Techniques of Teaching English for Adolescent Students 3

Spring of Senior Year (12 credits)

EDU 5061/506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners 6

EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

EDU 5255/543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners 3

Fall of 5th Year (6 credits)

EDU 5256/544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas 3

EDU 5485/550T Preprofessional TESOL PK-12 (Five Year Program) 0

EDU 5490/554A Preprofessional Adolescent Field Experiences in Inclusive Classrooms 0

EDU 5643/547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL) 3

Spring of 5th Year (6 credits)

EDU 5510/5513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

EDU 5550/545T TESOL Student Teaching PK-12 0

EDU 5582/555C Student Teaching Adolescence (Grades 7-9 and 10-12) (Five Year Program) 3

#English Competency Specialty Test Preparation Course 0

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.A. degree is met. FST 1000 counts towards required Electives. No Electives are required if FST is waived. 0-1

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 141-142

NOTE: The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the General Education requirement: ENG 1100, ENG 2410 and a Related Required COM course. The Languages requirement is met as 3 credits of English Related Requirements.

†Transfer students: English majors and English Education majors transferring into Molloy with the equivalent course for ENG 1100 must take ENG 1200 and achieve a "B" or better.

‡Students must take the English Competency Specialty Test Preparation Course through Molloy Continuing Education - ED-7300.

PROGRESSION FOR ENGLISH ADOLESCENCE MAJORS:

• Students should complete all or nearly all English courses (except ENG 4900) before beginning Phase 1 of the Education program. Students planning to student teach in England in Phase 3 should complete ENG 4900 before beginning Phase 3.

• Students must take the English content Specialty Test Preparation Course (Continuing Education course ED-7300) before taking the English Specialty Test.

• Students should take the English Content Specialty Test immediately after completing their English courses (except ENG 4900).

History and Social Studies Education Programs of Study

All Social Studies Adolescence Program majors are required to take the Content Specialty Review Course in Social Studies offered by Molloy’s Department of Continuing Education upon completion of all or most Social Studies content area coursework.

Double Majors

Adolescence Education programs in Social Studies that may be combined with a History—B.A. program are:

• Adolescence Education - Social Studies—B.A.
• Adolescence Education - Social Studies/Special Education—B.A.
• Adolescence Education - Social Studies/Special Education—B.A./M.S.
• Adolescence Education - Social Studies/TESOL—B.A./M.S.

Students doing two majors must complete all program requirements for both. For Adolescence Education Social Studies majors, the History—B.A. program of study requires additional credits or careful selection of courses that can apply to both programs:

• HIS 4600 Internship and HIS 4900 Capstone (6 additional credits). Students may take a HIS elective course to substitute for HIS 4600, under consultation with the History chairperson.
• For the 9 credits of HIS 2000-level courses, HIS 2530 and two HIS Electives at the 2000-level can apply to both programs.
• Complete HIS 3400 from the Adolescence Education History Electives to also count towards the 3000-level History Elective requirement.
• Complete one additional upper-level HIS course.
Towards the 6 credits of ECO, POL, SOC requirements, Education majors should choose POL 2060 as an option to satisfy 3 credits in both programs.

These additional Related Requirements for History must be satisfied:

6 credits of 3000-level ECO, POL or SOC.

CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - HISTORY—B.S.
New York State Registered Program Code: 23868
HEGIS Code: 802.00 (Elementary Education, General)
Molloy Program of Study Code: CHBBS

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

Education Childhood/Early Childhood Related Requirements:

Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE

Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History

English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; ENG 2620 (required for Education majors)

Social and Behavioral Sciences (3 credits): PSY 2040/2050 (required for Education majors)

Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH

Physical Education (1 credit): PED

Core Course (4 credits): COR

Major Requirements (30 credits):

GEO 2000 Introduction to Geography
HIS 1010 Western Civilization I
HIS 1020 Western Civilization II
HIS 1110 American Civilization I
HIS 1120 American Civilization II
Complete either* HIS 2230 or HIS 2240:
HIS 2230 History of Latin America
HIS 2240 History of the Caribbean

Complete:

HIS 2530 History of New York State
POL 1010 American National Government

Complete any two courses** from the following:

HIS 2300 Study of Africa

HIS 2320 Modern China
HIS 2330 History of Japan
HIS/POL 2350 History and Politics of South Asia: India, Pakistan and Afghanistan
HIS/POL 2360 History and Politics of Southeast Asia
HIS 3400 History and Politics of the Middle East

Education - Childhood/Early Childhood Major Requirements (40 total credits):

Sophomore or Junior Year (16 credits):

EDU 3000 E-Portfolio
EDU 3290 Strategies for All Learners in the Diverse Classroom
EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)
EDU 3360 Curriculum and Methodology in Early Childhood Education, Birth-Grade 2
EDU 3520 Teaching Diverse Learners
EDU 3600 Foundations of Education for Regular and Special Education Teachers
EDU 3610 Law and Professionalism in Inclusive Settings
EDU 3650 Critical Examination of Issues in Education

Fall of Senior Year (15 credits):

EDU 3380 Literacy in the Content Areas for Childhood Teachers
EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 1-6
EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12
EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 1-6
EDU 3550 Field Experience in a School Setting - Childhood/EC Program

Spring of Senior Year (9 credits):

EDU 4810 Childhood 1-6/Early Childhood Birth-2 Student Teaching
EDU 4900 Student Teaching Seminar - All Certification Programs

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 1010 and POL 1010.
CHILDHOOD EDUCATION - HISTORY/SPECIAL EDUCATION—B.S.
New York State Registered Program Code: 23869
HEGIS Code: 802.00 [Elementary Education, General]
Molloy Program of Study Code: CHSBS

### Credits

<table>
<thead>
<tr>
<th>General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Education Adolescence/Special Education Related Requirements: Second Math course; second Science course (Included with Math &amp; Science General Education Requirements) — (6 credits needed) See NOTE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; ENG 2620 (required for Education majors)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Social and Behavioral Sciences (3 credits): PSY 2040/2050 (required for Education majors)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Physical Education (1 credit): PED</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Core Course (4 credits): COR</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Major Requirements (30 credits):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>GEO 2000 Introduction to Geography</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HIS 1010 Western Civilization I</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HIS 1020 Western Civilization II</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HIS 1110 American Civilization I</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HIS 1120 American Civilization II</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Complete either* HIS 2230 or HIS 2240:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HIS 2230 History of Latin America</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HIS 2240 History of the Caribbean</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Complete:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HIS 2530 History of New York State</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>POL 1010 American National Government</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Complete any two courses** from the following:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HIS 2300 Study of Africa</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HIS 2320 Modern China</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HIS 2330 History of Japan</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HIS/POL 2350 History and Politics of South Asia: India, Pakistan and Afghanistan</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HIS/POL 2360 History and Politics of Southeast Asia</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HIS 3400 History and Politics of the Middle East</th>
</tr>
</thead>
</table>

**Education - Childhood/Special Education Major Requirements (40 total credits):**

<table>
<thead>
<tr>
<th>Sophomore or Junior Year (16 credits):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 3000 E-Portfolio</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 3290 Strategies for All Learners in the Diverse Classroom</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 3310 Assessment: Uncovering the Abilities of Students with Disabilities in the School Setting</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 3350 Students with Disabilities in the School Setting: Characteristics and Educational Needs for the Classroom Teacher</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 3600 Foundations of Education for Regular and Special Education Teachers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 3610 Law and Professionalism in Inclusive Settings</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 3650 Critical Examination of Issues in Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Fall of Senior Year (15 credits):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 3380 Literacy in the Content Areas for Childhood Teachers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 3570 Field Experience in a School Setting - Childhood/Special Education Program</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Spring of Senior Year (9 credits):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 4820 Childhood/Special Education Student Teaching</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EDU 4900 Student Teaching Seminar - All Certification Programs</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total:</th>
</tr>
</thead>
</table>

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 1010 and POL 1010.
CHILDHOOD EDUCATION - HISTORY/SPECIAL EDUCATION—B.S./M.S.
New York State Registered Program Code: 31975
HEGIS Code B.S.: 802.00 (Elementary Education, General)
HEGIS Code M.S.: 808.00 (Special Education, General)
Molloy Program of Study Code: CHSBM/CHSBG

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

Education 5 Year Childhood/Special Education Related Requirements:
Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE

Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History

English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; ENG 2620 (required for Education majors)

Social and Behavioral Sciences (3 credits): PSY 2040/2050 (required for Education majors)

Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH

Physical Education (1 credit): PED

Core Course (4 credits): COR

Major Requirements (30 credits):

GEO 2000 Introduction to Geography 3

HIS 1010 Western Civilization I 3

HIS 1020 Western Civilization II 3

HIS 1110 American Civilization I 3

HIS 1120 American Civilization II 3

Complete either* HIS 2230 or HIS 2240: 3

HIS 2230 History of Latin America *

HIS 2240 History of the Caribbean *

Complete:

HIS 2530 History of New York State 3

POL 1010 American National Government 3

Complete any two courses** from the following: 6

HIS 2300 Study of Africa **

HIS 2320 Modern China **

HIS 2330 History of Japan **

HIS/POL 2350 History and Politics of South Asia: India, Pakistan and Afghanistan **

HIS/POL 2360 History and Politics of Southeast Asia **

HIS 3400 History and Politics of the Middle East **

Education - 5 Year Childhood/Special Education Major Requirements (55 total EDU credits):

Sophomore or Junior Year (10 credits)

EDU 3000 E-Portfolio 0

EDU 3290 Strategies for All Learners in the Diverse Classroom 3

EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0

EDU 3600 Foundations of Education for Regular and Special Education Teachers 3

EDU 3610 Law and Professionalism in Inclusive Settings 1

EDU 3650 Critical Examination of Issues in Education 3

Spring of Junior Year (3 credits)

EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

Fall of Senior Year (15 credits)

EDU 3380 Literacy in the Content Areas for Childhood Teachers 6

EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3

EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12 3

EDU 5275/570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Spectrum Disorder 3

Spring of Senior Year (12 credits)

EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2, Childhood 1-6 3

EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

EDU 5276/571 Assessment, Diagnosis and Evaluation of Students with Disabilities 3

EDU 5277/572 Strategies and Methods for Teaching Childhood Students with Disabilities 3

EDU 5481/550B Pre-professional Childhood/ Special Education Field Experience in Inclusive Classrooms 0

Fall of 5th Year (9 credits)

EDU 5279/574 Curriculum Content, Practices and Environmental Issues for Teaching Childhood Students with Disabilities 3
EDU 5511/553B Student Teaching Seminar
Childhood/Special Education (Grades 1-6) 0
EDU 5561/551B Student Teaching Childhood
(Grades 1-3, Regular and Special Education) 3
EDU 5571/552B Student Teaching Childhood/
Special Education (Grades 4-6, Regular and
Special Education) 3

Spring of 5th Year (6 credits)
EDU Elective (EDU 5220/526, 5274/569, 5210,
5278 or 5280) 3
EDU 5641/547B Developing Reflective Research
Practice for Special Education and Inclusive
Classrooms in Childhood Education 3

Electives: The Liberal Arts and Sciences (LAS)
requirement for a B.S. degree is met. FST
1000 counts towards required Electives.
No Elective required if FST is waived.

(Adjust Electives needed for having a Minor(s),
Remedials, ESL, Honors Programs, PED/FST waivers as
needed, under consultation with advisor.) --

Total: 129-130

NOTE: The General Education requirement is 44, and has been
adjusted to 38, because the following Major requirements will also
satisfy the General Education requirement: HIS 1010 and POL 1010.

CREDENTIALS — B.S. /
M.S.
New York State Registered Program Code: 38063
HEGIS Code B.S.: 0802.00 [Elementary Education, General]
HEGIS Code M.S.: 1508.00 (Teaching of English as a Second
Language)
Molloy Program of Study Code: CHTBM/CHTBG

Credits

General Education Requirements: Acceptable
courses listed under General Education
Requirements — (38 credits needed) See
NOTE

Education 5 Year Childhood/TESOL Education
Related Requirements:
Second Math course; second Science
course (Included with Math & Science
General Education Requirements); --
Beyond the Languages General Education
requirement - Three additional Languages
courses required (No ESL/Total 12 credits)
— (15 credits needed) See NOTE

Arts and Fine Arts (2 disciplines) (6 credits): ART
History; MUS History 6

English, Languages and Literature (1 of each
discipline) (9 credits): ENG 1100; ENG 2620
(required for Education majors); Four
Languages courses (No ESL) 18

Social and Behavioral Sciences (3 credits): PSY
2040/2050 (required for Education majors) 3

Math and Science (2 of both disciplines) (12
credits): Two MAT; and two Science courses 12

Philosophy, Theology/Religious Studies and Ethics
(1 of each discipline) (9 credits): PHI; TRS; and
ETH 9

Physical Education (1 credit): PED 1

Core Course (4 credits): PED 4

Major Requirements (30 credits):

GEO 2000 Introduction to Geography 3
HIS 1010 Western Civilization I 3
HIS 1020 Western Civilization II 3
HIS 1110 American Civilization I 3
HIS 1120 American Civilization II 3
Complete either* HIS 2230 or HIS 2240: 3
HIS 2230 History of Latin America* 3
HIS 2240 History of the Caribbean* 3

Complete:

HIS 2530 History of New York State 3
POL 1010 American National Government 3

Complete any two courses** from the following: 6

HIS 2300 Study of Africa** 3
HIS 2320 Modern China** 3
HIS 2330 History of Japan** 3
HIS/POL 2350 History and Politics of South
Asia: India, Pakistan and Afghanistan** 3
HIS/POL 2360 History and Politics of Southeast
Asia** 3
HIS 3400 History and Politics of the Middle
East** 3

Education - 5 Year Childhood/TESOL Major
Requirements (55 total EDU credits):

Sophomore or Junior Year (10 credits)
EDU 3000 E-Portfolio 0
EDU 3290 Strategies for All Learners in the
Diverse Classroom 3

EDU 3300 Field Experience in a School Setting
- 2 hours a week in a local school (pre- or
co-requisite to first EDU class) 0

EDU 3600 Foundations of Education for Regular
and Special Education Teachers 3

EDU 3610 Law and Professionalism in Inclusive
Settings 1

EDU 3650 Critical Examination of Issues in
Education 3

Spring of Junior Year (6 credits)

EDU 5253/541 Second Language Acquisition
TESOL and Bilingual Education: Theory and
Practice 3

EDU 5254/542 Structure and Applications of
American English 3

Fall of Senior Year (15 credits)
EDU 3380 Literacy in the Content Areas for Childhood Teachers 6
EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3
EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12 3
EDU 5252/540 Introduction to Linguistics for TESOL and Bilingual Professionals 3

**Spring of Senior Year** (9 credits)
EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 1/Childhood 1-6 3
EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3
EDU 5255/543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners 3

**Fall of 5th Year** (9 credits)
EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3
EDU 5256/544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas 3
EDU 5480/550A Pre-Professional Childhood Field Experiences in Inclusive Classrooms 0
EDU 5485/550T Pre-Professional TESOL PK-12 (Five Year Program) 0
EDU 5643/547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL) 3

**Spring of 5th Year** (6 credits)
EDU 5512/553C Student Teaching Seminar - Childhood (Grades 1-6) (Five Year TESOL Program) 0
EDU 5550/545T TESOL Student Teaching PK-12 3
EDU 5562/551C Student Teaching Childhood (Grades 1-3 and Grades 4-6) (Five Year Program) 3

**Electives:** The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. **FST 1000** counts towards required Electives. No Electives required if FST is waived.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) 0-1

**Total:** 138-139

---

**ADOLESCENCE EDUCATION - SOCIAL STUDIES—B.A.**
New York State Registered Program Code: 23881
HEGIS Code: 2201.00 (Social Sciences, General 7-12 Teacher)
Molloy Program of Study Code: AZOBA

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (38 credits needed) See **NOTE**

**Education Adolescence Related Education Requirements:**
Second Math course — (3 credits needed) See **NOTE**

**Arts and Fine Arts (2 out of 3 disciplines) (6 credits):** ART History/MUS History/COM Speech 6

**English, Languages and Literature (1 of each discipline) (9 credits):** ENG 1100; Languages; ENG literature (ENG 1610 or ENG 3660 recommended) 9

**Social and Behavioral Sciences (3 credits):** PSY 2040/2060 (required for Education majors) 3

**Math and Science (From both disciplines) (9 credits):** Two MAT; and one Science course 9

**Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):** PHI; TRS; and ETH 9

**Physical Education (1 credit):** PED 1

**Core Course (4 credits):** COR 4

**Major Requirements** (42 credits):
ECO 2000 Introductory Economics 3
GEO 2000 Introduction to Geography 3
HIS 1010 Western Civilization I 3
HIS 1020 Western Civilization II 3
HIS 1110 American Civilization I 3
HIS 1120 American Civilization II 3
**Complete either** HIS 2160 or HIS 2210: 3
**Complete:**
HIS 2160 History of United States Foreign Policy *
HIS 2210 United States Since World War II *

**Complete:**
HIS 2530 History of New York State 3
HIS 3190 Research Methods for Historians and Political Scientists 3
POL 1010 American National Government 3
**Complete either** POL 1070** or POL 2060** (3 credits):
POL 1070 Comparative Government and Politics II **
POL 2060 Politics of Developing Nations **

---

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 1010 and POL 1010.
Complete any 3 courses*** from the following HIS courses (9 credits):

- HIS 2230 History of Latin America/HIS 2240 History of the Caribbean (May take either HIS 2230 or HIS 2240 - not both)
- HIS 2300 Study of Africa
- HIS 2320 Modern China
- HIS 2330 History of Japan
- HIS/POL 2350 History and Politics of South Asia: India, Pakistan and Afghanistan
- HIS/POL 2360 History and Politics of Southeast Asia
- HIS 3400 History and Politics of the Middle East

Education - Adolescence Major Requirements
(31 total credits):

**Sophomore or Junior Year** (13 credits):
- EDU 3000 E-Portfolio
- EDU 3290 Strategies for All Learners in the Diverse Classroom
- EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)
- EDU 3520 Teaching Diverse Learners
- EDU 3600 Foundations of Education for Regular and Special Education Teachers
- EDU 3610 Law and Professionalism in Inclusive Settings
- EDU 3650 Critical Examination of Issues in Education

**Fall of Senior Year** (9 credits):
- EDU 3390 Literacy in the Content Areas for Adolescent Teachers
- EDU 3680 Field Experience in a School Setting - Adolescence Program

Methodology Content Course:
- EDU 3160 Methods and Techniques of Teaching Social Studies for Adolescent Students

**Spring of Senior Year** (9 credits):
- EDU 4850 Adolescence Student Teaching
- EDU 4900 Student Teaching Seminar - All Certification Programs

**Electives:** 8 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 1000 counts towards required Electives.

- (Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 1010, POL 1010, (HIS 2530 replaces second science course for Adolescence Education requirements.)

### ADOLESCENCE EDUCATION - SOCIAL STUDIES/ SPECIAL EDUCATION—B.A.

New York State Registered Program Code: 23874
HEGIS Code: 2201.00 (Social Sciences, General 7-12 Teacher)
Molloy Program of Study Code: AZSBA

#### Credits

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

**Education Adolescence/Special Education Related Requirements:**
- Second Math course (3 credits needed) See NOTE

**Arts and Fine Arts (2 out of 3 disciplines) (6 credits):** ART History/MUS History/COM Speech

**English, Languages and Literature (1 of each discipline) (9 credits):** ENG 1100; Languages; ENG literature (ENG 1610 or ENG 3660 recommended)

**Social and Behavioral Sciences (3 credits):** PSY 2040/2060 (required for Education majors)

**Math and Science (3 from both disciplines) (9 credits):** Two MAT; and one Science course

**Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):** PHI; TRS; and ETH

**Physical Education (1 credit):** PED

**Core Course (4 credits):** COR

**Major Requirements** (42 credits):
- ECO 2000 Introductory Economics
- GEO 2000 Introduction to Geography
- HIS 1010 Western Civilization I
- HIS 1020 Western Civilization II
- HIS 1110 American Civilization I
- HIS 1120 American Civilization II
- Complete either* HIS 2160 or HIS 2210:
- HIS 2160 History of United States Foreign Policy
- HIS 2210 United States Since World War II

**Complete:**
- HIS 2530 History of New York State
- HIS 3190 Research Methods for Historians and Political Scientists
- POL 1010 American National Government
- Complete either POL 1070** or POL 2060** (3 credits):
- POL 1070 Comparative Government and Politics II
- POL 2060 Politics of Developing Nations

---

234
Complete any 3 courses*** from the following HIS courses (9 credits):

- HIS 2230 History of Latin America/HIS 2240 History of the Caribbean (May take either HIS 2230 or HIS 2240 - not both)
- HIS 2300 Study of Africa
- HIS 2320 Modern China
- HIS 2330 History of Japan
- HIS/POL 2350 History and Politics of South Asia: India, Pakistan and Afghanistan
- HIS/POL 2360 History and Politics of Southeast Asia
- HIS 3400 History and Politics of the Middle East

**Education - Adolescence/Special Education Major Requirements** (34 total credits):

**Sophomore or Junior Year** (16 credits):
- EDU 3000 E-Portfolio: EDU 3000
- EDU 3290 Strategies for All Learners in the Diverse Classroom: EDU 3290
- EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course): EDU 3300
- EDU 3310 Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom: EDU 3310
- EDU 3350 Students with Disabilities in the School Setting: EDU 3350
- EDU 3600 Foundations of Education for Regular and Special Education Teachers: EDU 3600
- EDU 3610 Law and Professionalism in Inclusive Settings: EDU 3610
- EDU 3650 Critical Examination of Issues in Education: EDU 3650

**Fall of Senior Year** (9 credits):
- EDU 3390 Literacy in the Content Areas for Adolescent Teachers: EDU 3390
- EDU 3700 Field Experience in a School Setting - Adolescence/Special Education Program: EDU 3700

**Methodology Content Course:**
- EDU 3160 Methods and Techniques of Teaching Social Studies for Adolescent Students: EDU 3160

**Spring of Senior Year** (9 credits):
- EDU 4870 Adolescence/Special Education Student Teaching: EDU 4870
- EDU 4900 Student Teaching Seminar - All Certification Programs: EDU 4900

**Electives:** 8 Elective credit must be Liberal Arts and Sciences (LAS) for a B.A. degree. **FST 1000 counts towards required Electives.**

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:**

- **128 Credits**

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 1010, POL 1010. (HIS 2530 replaces second science course for Adolescence Education requirements.)

**ADOLESCENCE EDUCATION - SOCIAL STUDIES/SPECIAL EDUCATION—B.A./M.S.**

New York State Registered Program Code: 31983
HEGIS Code B.A.: 2201.00 (Social Sciences, General 7-12 Teacher)
HEGIS Code M.S.: 808.00 (Special Education, General)
Molloy Program of Study Code: AZSBM/AZSBG

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

**Education 5 Year Adolescence/Special Education Related Requirements:**
- Second Math course (3 credits needed) See NOTE

**Arts and Fine Arts (2 out of 3 disciplines) (6 credits):**
- ART History
- MUS History
- COM Speech

**English, Languages and Literature (1 of each discipline) (9 credits):**
- ENG 1100
- Languages;
- ENG literature (ENG 1610 or ENG 3660 recommended)

**Social and Behavioral Sciences (3 credits):**
- PSY 2040/2060 (required for Education majors)

**Math and Science (3 from both disciplines) (9 credits):**
- Two MAT; and one Science course

**Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):**
- PHI; TRS; and
- ETH

**Physical Education (1 credit):**
- PED 1

**Core Course (4 credits):**
- COR 4

**Major Requirements** (42 credits):
- ECO 2000 Introductory Economics: ECO 2000
- GEO 2000 Introduction to Geography: GEO 2000
- HIS 1010 Western Civilization I: HIS 1010
- HIS 1020 Western Civilization II: HIS 1020
- HIS 1110 American Civilization I: HIS 1110
- HIS 1120 American Civilization II: HIS 1120
- **Complete either** HIS 2160 or HIS 2210: HIS 2160
- HIS 2160 History of United States Foreign Policy:
- HIS 2210 United States Since World War II
- HIS 2530 History of New York State: HIS 2530

Total: 38

Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 3190 Research Methods for Historians and</td>
<td>3</td>
</tr>
<tr>
<td>Political Scientists</td>
<td></td>
</tr>
<tr>
<td>POL 1010 American National Government</td>
<td>3</td>
</tr>
<tr>
<td>Complete either POL 1070** or POL 2060** (3</td>
<td>3</td>
</tr>
<tr>
<td>credits):</td>
<td></td>
</tr>
<tr>
<td>POL 1070 Comparative Government and</td>
<td>**</td>
</tr>
<tr>
<td>Politics II</td>
<td></td>
</tr>
<tr>
<td>POL 2060 Politics of Developing Nations</td>
<td>**</td>
</tr>
<tr>
<td>Complete any 3 courses*** from the following HIS</td>
<td>9</td>
</tr>
<tr>
<td>courses (9 credits):</td>
<td></td>
</tr>
<tr>
<td>HIS 2230 History of Latin America/HIS 2240</td>
<td>***</td>
</tr>
<tr>
<td>History of the Caribbean (May take either HIS</td>
<td></td>
</tr>
<tr>
<td>2230 or HIS 2240 - not both)</td>
<td></td>
</tr>
<tr>
<td>HIS 2300 Study of Africa</td>
<td>***</td>
</tr>
<tr>
<td>HIS 2320 Modern China</td>
<td>***</td>
</tr>
<tr>
<td>HIS 2330 History of Japan</td>
<td>***</td>
</tr>
<tr>
<td>HIS/POL 2350 History and Politics of South Asia:</td>
<td>***</td>
</tr>
<tr>
<td>India, Pakistan and Afghanistan</td>
<td></td>
</tr>
<tr>
<td>HIS/POL 2360 History and Politics of Southeast</td>
<td>***</td>
</tr>
<tr>
<td>Asia</td>
<td></td>
</tr>
<tr>
<td>HIS 3400 History and Politics of the Middle East</td>
<td>***</td>
</tr>
</tbody>
</table>

**Education - 5 Year Adolescence/Special Education Major Requirements** (52 total EDU credits):

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sophomore or Junior Year</strong> (10 credits)</td>
<td></td>
</tr>
<tr>
<td>EDU 3000 E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290 Strategies for All Learners in the</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Classroom</td>
<td></td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting</td>
<td>0</td>
</tr>
<tr>
<td>- 2 hours a week in a local school (pre- or</td>
<td></td>
</tr>
<tr>
<td>co-requisite to first EDU course)</td>
<td></td>
</tr>
<tr>
<td>EDU 3600 Foundations of Education for Regular</td>
<td>3</td>
</tr>
<tr>
<td>and Special Education Teachers</td>
<td></td>
</tr>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive</td>
<td>1</td>
</tr>
<tr>
<td>Settings</td>
<td></td>
</tr>
<tr>
<td>EDU 3650 Critical Examination of Issues in</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td><strong>Spring of Junior Year</strong> (3 credits)</td>
<td></td>
</tr>
<tr>
<td>EDU 5240/537 Diverse Abilities and Needs of</td>
<td>3</td>
</tr>
<tr>
<td>Students in Inclusive Classrooms Birth-Grade 2,</td>
<td></td>
</tr>
<tr>
<td>Childhood 1-6 and Adolescence 7-12</td>
<td></td>
</tr>
<tr>
<td><strong>Fall of Senior Year</strong> (12 credits)</td>
<td></td>
</tr>
</tbody>
</table>
ADOLESCENCE EDUCATION - SOCIAL STUDIES/TESOL—B.A./M.S.

New York State Registered Program Code: 38223
HEGIS Code B.A.: 2201.00 (Social Sciences, General 7-12 Teacher)
HEGIS Code M.S.: 1508.00 (Teaching of English as a Second Language)
Molloy Program of Study Code: AZTBM/AZTBG

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

Education 5 Year Adolescence/TESOL Education Related Requirements:
Second Math course; Beyond the Languages General Education requirement - Three additional Languages courses required (No ESL/Total 12 credits) — (12 credits needed) See NOTE

Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech

English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; ENG literature (ENG 1610 or ENG 3660 recommended); Four Languages courses (No ESL) 18

Social and Behavioral Sciences (3 credits): PSY 2040/2060 (required for Education majors) 3

Math and Science (3 from both disciplines) (9 credits): Two MAT; and one Science course 9

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH 9

Physical Education (1 credit): PED 1

Core Course (4 credits): COR 4

Major Requirements (42 credits):

ECO 2000 Introductory Economics 3

GEO 2000 Introduction to Geography 3

HIS 1010 Western Civilization I 3

HIS 1020 Western Civilization II 3

HIS 1110 American Civilization I 3

HIS 1120 American Civilization II 3

Complete either* HIS 2160 or HIS 2210: 3

HIS 2160 History of United States Foreign Policy

HIS 2210 United States Since World War II

HIS 2530 History of New York State 3

HIS 3190 Research Methods for Historians and Political Scientists 3

POL 1010 American National Government 3

Complete either POL 1070** or POL 2060** (3 credits): 3

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 1010, POL 1010. (HIS 2530 replaces second science course for Adolescence Education requirements.)
Complete any 3 courses** from the following HIS courses (9 credits): **

- HIS 2230 History of Latin America/HIS 2240 History of the Caribbean (May take either HIS 2230 or HIS 2240 - not both) ***

- HIS 2300 Study of Africa ***

- HIS 2320 Modern China ***

- HIS 2330 History of Japan ***

- HIS/POL 2350 History and Politics of South Asia: India, Pakistan and Afghanistan ***

- HIS/POL 2360 History and Politics of Southeast Asia ***

- HIS 3400 History and Politics of the Middle East ***

**Education - 5 Year Adolescence/TESOL Major Requirements** (49 total EDU credits):

- **Sophomore or Junior Year** (10 credits)
  - EDU 3000 E-Portfolio 0
  - EDU 3290 Strategies for All Learners in the Diverse Classroom 3
  - EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0
  - EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
  - EDU 3610 Law and Professionalism in Inclusive Settings 1
  - EDU 3650 Critical Examination of Issues in Education 3

- **Spring of Junior Year** (3 credits)
  - EDU 5254/542 Structure and Application of American English 3

- **Fall of Senior Year** (12 credits)
  - EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms, Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3
  - EDU 5252/540 Introduction to Linguistics for TESOL and Bilingual Professionals 3
  - EDU 5253/541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice 3

**Methodology Content Course:**

- EDU 3160 Methods and Techniques of Teaching Social Studies for Adolescent Students 3

- **Spring of Senior Year** (12 credits)
  - EDU 5061/506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners 0

- EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

- EDU 5255/543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners 3

- **Fall of 5th Year** (6 credits)
  - EDU 5256/544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas 3
  - EDU 5490/554A Preprofessional Adolescent Field Experiences in Inclusive Classrooms 0
  - EDU 5485/550T Preprofessional TESOL PK-12 (Five Year Program) 0
  - EDU 5643/547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL) 3

- **Spring of 5th Year** (6 credits)
  - EDU 5512/553C Student Teaching Childhood (Grades 1-6) (Five Year TESOL Program) 0
  - EDU 5550/545T TESOL Student Teaching PK-12 3
  - EDU 5582/555C Student Teaching Adolescence (Grades 7-9 and 10-12) (Five Year Program) 3

- **Electives:** The Liberal Arts and Sciences (LAS) requirement for a B.A. degree is met. **FST 1000** counts towards required Electives. No Electives are required if FST is waived. 0-1

  (Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 141-142

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 1010, POL 1010. (HIS 2530 replaces second science course for Adolescence Education requirements.)

**Mathematics Education Programs of Study**

**Double Majors**

Adolescence Education programs in Mathematics that may be combined with a Mathematics—B.A. program are:

- Adolescence Education - Mathematics—B.A.
- Adolescence Education - Mathematics/Special Education—B.A.
- Adolescence Education - Mathematics/Special Education—B.A./M.S.
- Adolescence Education - Mathematics/TESOL—B.A./M.S.

Students doing two majors must complete all program requirements for both. For Adolescence Education Mathematics
majors, the B.A. Mathematics program of study requires:

- **MAT 3240 - Adolescence Education majors should take MAT 3240 as one of their 6 credits of Mathematics Electives to apply to both programs.**
- **MAT 4600 (Internship) - Beyond the 6 Mathematics Electives required, Adolescence Education majors must take one additional 3 credit MAT course to be substituted for MAT 4600 (Internship), under consultation with the Mathematics chairperson.**
- For Education majors, MAT 3200 is a curriculum course for educators and cannot be applied to the B.A. Mathematics requirements.

---

**CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - MATHEMATICS — B.S.**

New York State Registered Program Code: 23868  
HEGIS Code: 802.00 [Elementary Education, General]  
Molloy Program of Study Code: CMBBS

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements:</strong> Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE</td>
</tr>
</tbody>
</table>

**Education Childhood/Early Childhood Related Requirements:**  
Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math & Science General Education Requirements) — (0 credits needed) See NOTE

**Arts and Fine Arts (1 or each discipline) (6 credits):**  
ART History; MUS History

**English, Languages and Literature (1 of each discipline) (9 credits):**  
ENG 1100; Languages; ENG 2620 (required for Education majors)

**Social and Behavioral Sciences (1 of each discipline) (9 credits):**  
HIS; POL; PSY 2040/2050 (required for Education majors)

**Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):**  
PHI; TRS; and ETH

**Physical Education (1 credit):** PED

**Core Course (4 credits):** COR

**Major Requirements** (Minimum of 30 credits):

- **MAT 1150A Elementary Statistics**  
- **MAT 2090 Mathematics for Elementary Teachers from an Advanced Standpoint - Number Sense and Operations**  
- **MAT 2100 Mathematics for Elementary Teachers from an Advanced Standpoint - Algebra, Geometry and Probability and Statistics**  
- **MAT 2210 Calculus I**

**MAT 2220 Calculus II**

**Complete either** **MAT 2510 or MAT 3240 (3 credits):**

**MAT 2510 Modern Geometry**

**MAT 3240 History and Philosophy of Mathematics**

**MAT 4900 Mathematics Senior Seminar**

**Complete 7 more MAT Elective credits** (Under consultation with advisor)

**Related Requirements** - (9-11 credits) CSC 1020 or CIS 1030 or CIS 1120 or CSC 1200 or CIS 2350; At least 6 credits in lab science

**Education - Childhood/Early Childhood Major Requirements** (40 total credits):

**Sophomore or Junior Year** (16 credits):

- **EDU 3000 E-Portfolio**
- **EDU 3290 Strategies for All Learners in the Diverse Classroom**
- **EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)**
- **EDU 3360 Curriculum and Methodology in Early Childhood Education, Birth-Grade 2**
- **EDU 3520 Teaching Diverse Learners**
- **EDU 3600 Foundations of Education for Regular and Special Education Teachers**
- **EDU 3610 Law and Professionalism in Inclusive Settings**
- **EDU 3650 Critical Examination of Issues in Education**

**Fall of Senior Year** (15 credits):

- **EDU 3380 Literacy in the Content Areas for Childhood Teachers**
- **EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6**
- **EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6**
- **EDU 3550 Field Experience in a School Setting - Childhood/EC Program**

**Spring of Senior Year** (9 credits):

- **EDU 4810 Childhood 1-6/Early Childhood Birth-2 Student Teaching**
- **EDU 4900 Student Teaching Seminar - All Certification Programs**

**Electives:** Liberal Arts and Sciences (LAS) for a B.S. degree is met. **FST 1000** counts as towards Electives Requirement.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 128
NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: MAT 1150A and a Lab Science.

The Education Childhood/Early Childhood Related requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—MAT 2210 and a second Lab Science course.

**CHILDHOOD EDUCATION - MATHEMATICS/SPECIAL EDUCATION—B.S.**
New York State Registered Program Code: 23869
HEGIS Code: 802.00 (Elementary Education, General)
Molloy Program of Study Code: CMSBS

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements:</strong> Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE</td>
</tr>
<tr>
<td><strong>Education Adolescence Related Requirements:</strong> Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math &amp; Science General Education Requirements) — (0 credits needed) See NOTE</td>
</tr>
</tbody>
</table>
| Arts and Fine Arts (1 of each discipline) (6 credits):  
  ART History; MUS History |
| English, Languages and Literature (1 of each discipline) (9 credits):  
  ENG 1100; Languages; ENG 2620 (required for Education majors) |
| Social and Behavioral Sciences (1 of each discipline) (9 credits):  
  HIS; POL; PSY 2040/2050 (required for Education majors) |
| Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH |
| Physical Education (1 credit): PED |
| Core Course (4 credits): COR |
| **Major Requirements** (Minimum of 30 credits):  
  MAT 1150A Elementary Statistics 3  
  MAT 2090 Mathematics for Elementary Teachers from an Advanced Standpoint - Number Sense and Operations 3  
  MAT 2100 Mathematics for Elementary Teachers from an Advanced Standpoint - Algebra, Geometry and Probability and Statistics 3  
  MAT 2210 Calculus I 4  
  MAT 2220 Calculus II 4  
  Complete either** MAT 2510 or MAT 3240 (3 credits):  
  MAT 2510 Modern Geometry **  
  MAT 3240 History and Philosophy of Mathematics **  
  MAT 4900 Mathematics Senior Seminar |
| Complete 7 more MAT Elective credits (Under consultation with advisor) |
| Related Requirements - (9-11 credits) CSC 1020 or CIS 1030 or CIS 1120 or CSC 1200 or CIS 2350; At least 6 credits in lab science |
| Education - Childhood/Special Education Major Requirements (40 total credits):  
  **Sophomore or Junior Year** (16 credits):  
  EDU 3000 E-Portfolio 0  
  EDU 3290 Strategies for All Learners in the Diverse Classroom 3  
  EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0  
  EDU 3310 Assessment: Uncovering the Abilities of Students with Disabilities in the School Setting 3  
  EDU 3350 Students with Disabilities in the School Setting: Characteristics and Educational Needs for the Classroom Teacher 3  
  EDU 3600 Foundations of Education for Regular and Special Education Teachers 3  
  EDU 3610 Law and Professionalism in Inclusive Settings 1  
  EDU 3650 Critical Examination of Issues in Education 3  
  **Fall of Senior Year** (15 credits):  
  EDU 3380 Literacy in the Content Areas for Childhood Teachers 6  
  EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3  
  EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12 3  
  EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3  
  EDU 3570 Field Experience in a School Setting - Childhood/Special Education Program 0  
  **Spring of Senior Year** (9 credits):  
  EDU 4820 Childhood/Special Education Student Teaching 8  
  EDU 4900 Student Teaching Seminar - All Certification Programs 1  
  **Electives**: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 1000 counts as Electives Requirement. (Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --  
| **Total:** 128 |

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: MAT 1150A and a Lab Science. The Education Childhood/Special Education Related requirement
is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—MAT 2210 and a second Lab Science course.

**CHILDHOOD EDUCATION - MATHEMATICS/SPECIAL EDUCATION—B.S./M.S.**
New York State Registered Program Code: 31975
HEGIS Code B.S.: 802.00 (Elementary Education, General)
HEGIS Code M.S.: 808.00 (Special Education, General)
Molloy Program of Study Code: CMSBM/CMSBG

---

### Credits

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

**Education 5 Year Childhood/Special Education Related Requirements:** Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math & Science General Education Requirements) — (0 credits needed) See NOTE

- **Arts and Fine Arts (2 disciplines) (6 credits):** ART History; MUS History
- **English, Languages and Literature (1 of each discipline) (9 credits):** ENG 1100; Languages; ENG 2620 (required for Education majors)
- **Social and Behavioral Sciences (1 of each discipline) (9 credits):** HIS; POL; PSY 2040/2050 (required for Education majors)
- **Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):** PHI; TRS; and ETH
- **Physical Education (1 credit):** PED
- **Core Course (4 credits):** COR

**Major Requirements** (Minimum of 30 credits):

- **MAT 1150A Elementary Statistics** 3
- **MAT 2090 Mathematics for Elementary Teachers from an Advanced Standpoint - Number Sense and Operations** 3
- **MAT 2100 Mathematics for Elementary Teachers from an Advanced Standpoint - Algebra and Geometry** 3
- **MAT 2210 Calculus I** 4
- **MAT 2220 Calculus II** 4
- **Complete either** **MAT 2510 or MAT 3240 (3 credits):**
  - **MAT 2510 Modern Geometry** **
  - **MAT 3240 History and Philosophy of Mathematics** **
- **MAT 4900 Mathematics Senior Seminar** 3

---

**Complete 7 more MAT Elective credits** (Under consultation with advisor) 7

**Related Requirements** — (9-11 credits) CSC 1020 or CIS 1030 or CIS 1120 or CSC 1200 or CIS 2350; At least 6 credits in lab science

**Education - 5 Year Childhood/Special Education Major Requirements** (55 total EDU credits):

- **Sophomore or Junior Year** (10 credits)
  - EDU 3000 E-Portfolio 0
  - EDU 3290 Strategies for All Learners in the Diverse Classroom 3
  - EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0
  - EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
  - EDU 3610 Law and Professionalism in Inclusive Settings 1
  - EDU 3650 Critical Examination of Issues in Education 3

- **Spring of Junior Year** (3 credits)
  - EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

- **Fall of Senior Year** (15 credits)
  - EDU 3380 Literacy in the Content Areas for Childhood Teachers 6
  - EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3
  - EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12 3
  - EDU 5275/570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Spectrum Disorder 3

- **Spring of Senior Year** (12 credits)
  - EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2, Childhood 1-6 3
  - EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3
  - EDU 5276/571 Assessment, Diagnosis and Evaluation of Students with Disabilities 3
  - EDU 5277/572 Strategies and Methods for Teaching Childhood Students with Disabilities 3
  - EDU 5481/550B Pre-professional Childhood/Special Education Field Experience in Inclusive Classrooms 0

- **Fall of 5th Year** (9 credits)
  - EDU 5279/574 Curriculum Content, Practices and Environmental Issues for Teaching Childhood Students with Disabilities 3
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5511/553B Student Teaching Seminar</td>
<td>0</td>
</tr>
<tr>
<td>Childhood/Special Education (Grades 1-6)</td>
<td></td>
</tr>
<tr>
<td>EDU 5561/551B Student Teaching Childhood (Grades 1-3, Regular and Special Education)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5571/552B Student Teaching Childhood/ Special Education (Grades 4-6, Regular and Special Education)</td>
<td>3</td>
</tr>
<tr>
<td>Spring of 5th Year (6 credits)</td>
<td></td>
</tr>
<tr>
<td>EDU Elective (EDU 5220/526, 5274/569, 5210, 5278 or 5280)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5641/547B Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. <strong>FST 1000</strong> counts towards required Electives. No Electives are required if FST is waived. Total degreee credits vary due to Related Requirements variations..</td>
<td>0-1</td>
</tr>
<tr>
<td>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>132-135</td>
</tr>
</tbody>
</table>

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: MAT 1150A and a Lab Science.

The Education 5 Year Childhood/Special Education Related requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—MAT 2210 and a second Lab Science course.

**CHILDHOOD EDUCATION - MATHEMATICS/ TESOL—B.S./M.S.**

New York State Registered Program Code: 38062  
HEGIS Code B.S.: 0802.00 (Elementary Education, General)  
HEGIS Code M.S.: 1508.00 (Teaching of English as a Second Language)  
Molloy Program of Study Code: CMTBM/CMTBG

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE</td>
</tr>
<tr>
<td>Education 5 Year Childhood/ TESOL Education Related Requirements: Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math &amp; Science General Education Requirements); Beyond the Languages General Education requirement - Three additional Languages courses required (No ESL/Total 12 credits) — (9 credits needed) See NOTE</td>
</tr>
</tbody>
</table>

| Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History | 6       |
| English, Languages and Literature (1 of each discipline) (18 credits): ENG 1100; ENG 2620 (required for Education majors); Four Languages courses (No ESL) | 18      |
| Social and Behavioral Sciences (1 of each discipline) (18 credits): HIS; POL; PSY 2040/2050 (required for Education majors) | 9       |
| Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH | 9       |
| Physical Education (1 credit): PED | 1       |
| Core Course (4 credits): COR | 4       |

**Major Requirements** (Minimum of 30 credits):
- MAT 1150A Elementary Statistics  
- MAT 2090 Mathematics for Elementary Teachers from an Advanced Standpoint - Number Sense and Operations  
- MAT 2100 Mathematics for Elementary Teachers from an Advanced Standpoint - Algebra, Geometry and Probability and Statistics  
- MAT 2210 Calculus I  
- MAT 2220 Calculus II  
- Complete either** MAT 2510 or MAT 3240 (3 credits):  
- MAT 2510 Modern Geometry **  
- MAT 3240 History and Philosophy of Mathematics **
- MAT 4900 Mathematics Senior Seminar  
- Complete 7 more **MAT Elective credits** (Under consultation with advisor)  
- Related Requirements - (9-11 credits) CSC 1020 or CIS 1030 or CIS 1120 or CSC 1200 or CIS 2350; At least 6 credits in lab science

**Education - 5 Year Childhood/ TESOL Major Requirements** (55 total EDU credits):
- Sophomore or Junior Year (10 credits):
  - EDU 3000 E-Portfolio  
  - EDU 3290 Strategies for All Learners in the Diverse Classroom  
  - EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU class)  
  - EDU 3600 Foundations of Education for Regular and Special Education Teachers  
  - EDU 3610 Law and Professionalism in Inclusive Settings  
  - EDU 3650 Critical Examination of Issues in Education  
- Spring of Junior Year (6 credits):
  - EDU 5253/541 Second Language Acquisition TESOL and Bilingual Education: Theory and Practice  
  - EDU 5511/553B Student Teaching Seminar Childhood/Special Education (Grades 1-6)  
  - EDU 5561/551B Student Teaching Childhood (Grades 1-3, Regular and Special Education)  
  - EDU 5571/552B Student Teaching Childhood/ Special Education (Grades 4-6, Regular and Special Education)  
  - Spring of 5th Year (6 credits) 
  - EDU Elective (EDU 5220/526, 5274/569, 5210, 5278 or 5280)  
  - EDU 5641/547B Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Childhood Education  
  - Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. **FST 1000** counts towards required Electives. No Electives are required if FST is waived. Total degreee credits vary due to Related Requirements variations..  
  - (Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)  
  - Total: 132-135

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: MAT 1150A and a Lab Science.

The Education 5 Year Childhood/Special Education Related requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—MAT 2210 and a second Lab Science course.
**EDU 5254/542 Structure and Applications of American English**

**Fall of Senior Year (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3380 Literacy in the Content Areas for Childhood Teachers</td>
<td>6</td>
</tr>
<tr>
<td>EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5252/540 Introduction to Linguistics for TESOL and Bilingual Professionals</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of Senior Year (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5255/543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall of 5th Year (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5256/544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5480/550A Pre-Professional Childhood Field Experiences in Inclusive Classrooms</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5485/550T Pre-Professional TESOL PK-12 (Five Year Program)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5643/547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of 5th Year (6 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5512/553C Student Teaching Seminar – Childhood (Grades 1-6) (Five Year TESOL Program)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5550/545T TESOL Student Teaching PK-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5562/551C Student Teaching Childhood (Grades 1-3 and Grades 4-6) (Five Year Program)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives:** The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. **FST 1000** counts towards required Electives. No Electives are required if FST is waived. Total for degree credits vary due to Related Requirements variations.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 141-144

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: MAT 1150A and a Lab Science.

The Education 5 Year Childhood/Special Education Related requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—MAT 2210 and a second Lab Science course.

**ADOLESCENCE EDUCATION - MATHEMATICS—B.A.**

New York State Registered Program Code: 23880
HEGIS Code: 1701.00 (Mathematics 7-12 Teacher)
Molloy Program of Study Code: AMABA

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements:</strong> Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE</td>
<td></td>
</tr>
<tr>
<td><strong>Education Adolescence Related Requirements:</strong> Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math &amp; Science General Education Requirements) — (0 credits needed) See NOTE</td>
<td></td>
</tr>
<tr>
<td><strong>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</strong> ART History/MUS History/COM Speech</td>
<td>6</td>
</tr>
<tr>
<td><strong>English, Languages and Literature (1 of each discipline) (9 credits):</strong> ENG 1100; Languages; ENG literature (ENG 1610 or ENG 3660 recommended)</td>
<td>9</td>
</tr>
<tr>
<td><strong>Social and Behavioral Sciences (1 of each discipline) (9 credits):</strong> HIS; POL; PSY 2040/2060 (required for Education majors)</td>
<td>9</td>
</tr>
<tr>
<td><strong>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</strong> PHI; TRS; and ETH (Ethics)</td>
<td>9</td>
</tr>
<tr>
<td><strong>Physical Education (1 credit):</strong> PED</td>
<td>1</td>
</tr>
<tr>
<td><strong>Core Course (4 credits):</strong> COR</td>
<td>4</td>
</tr>
</tbody>
</table>

**Major Requirements** (Minimum of 39 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1150A Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 2210 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 2220 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 2230 Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 2290 Discrete Mathematical Structures</td>
<td>3</td>
</tr>
<tr>
<td>MAT 2320 Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 2510 Modern Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 3200 Mathematics for the Secondary Teacher from an Advanced Standpoint</td>
<td>3</td>
</tr>
<tr>
<td>MAT 3300 Modern Algebra - Ring Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

243
**MAT 4900 Mathematics Senior Seminar** 3

Complete **6 elective credits** within major under consultation with advisor (MAT 3240 is highly recommended as one of the electives).

**Related Requirements** - (9-11 credits): CSC 1030 or CSC 1200 or CIS 2350; At least **6 credits** in Lab Science – preferably including PHY 2700

**Education - Adolescence Major Requirements** (31 total credits):

**Sophomore or Junior Year** (13 credits):
- EDU 3000 E-Portfolio 0
- EDU 3290 Strategies for All Learners in the Diverse Classroom 3
- EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0
- EDU 3520 Teaching Diverse Learners 3
- EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
- EDU 3610 Law and Professionalism in Inclusive Settings 1
- EDU 3650 Critical Examination of Issues in Education 3

**Fall of Senior Year** (9 credits):
- EDU 3390 Literacy in the Content Areas for Adolescent Teachers 6
- EDU 3680 Field Experience in a School Setting - Adolescence Program 0

**Methodology Content Course**:
- EDU 3140 Methods and Techniques of Teaching Mathematics for Adolescent Students 3

**Spring of Senior Year** (9 credits):
- EDU 4850 Adolescence Student Teaching 8
- EDU 4900 Student Teaching Seminar - All Certification Programs 1

**Electives**: 3-5 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. **FST 1000** counts as a LAS required Elective. (Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total**: 128

**NOTE**: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirements: MAT 1150A and a Lab Science course. The Education Adolescence Related requirement is 6 and has been adjusted to 0, because the following Major and Related requirements are taken: MAT 2210 and a second Lab Science course.

### ADOLESCENCE EDUCATION - MATHEMATICS/SPECIAL EDUCATION—B.A.

New York State Registered Program Code: 23873  
HEGIS Code: 1701.00 (Mathematics 7-12 Teacher)  
Molloy Program of Study Code: AMSBA

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements</strong>: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE</td>
</tr>
<tr>
<td><strong>Education Adolescence Related Requirements</strong>: Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math &amp; Science General Education Requirements) — (0 credits needed) See NOTE</td>
</tr>
</tbody>
</table>

| Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech |
| English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; ENG literature (ENG 1610 or ENG 3660 recommended) |
| Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2060 (required for Education majors) |
| Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH (Ethics) |
| Physical Education (1 credit): PED |
| Core Course (4 credits): COR |

| **Major Requirements** (Minimum of 39 credits): |
|-----------------|---|
| MAT 1150A Elementary Statistics | 3 |
| MAT 2210 Calculus I | 4 |
| MAT 2220 Calculus II | 4 |
| MAT 2230 Calculus III | 4 |
| MAT 2290 Discrete Mathematical Structures | 3 |
| MAT 2320 Introduction to Linear Algebra | 3 |
| MAT 2510 Modern Geometry | 3 |
| MAT 3200 Mathematics for the Secondary Teacher from an Advanced Standpoint | 3 |
| MAT 3300 Modern Algebra - Ring Theory | 3 |
| MAT 4900 Mathematics Senior Seminar | 3 |

Complete **6 elective credits** within major under consultation with advisor (MAT 3240 is highly recommended as one of the electives).
Related Requirements - (9-11 credits): CSC 1030 or CSC 1200 or CIS 2350; At least 6 credits in Lab Science; preferably including PHY 2700

Education - Adolescence/Special Education Major Requirements (34 total credits):

Sophomore or Junior Year (16 credits):

EDU 3000 E-Portfolio 0
EDU 3290 Strategies for All Learners in the Diverse Classroom 3
EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0
EDU 3310 Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom 3
EDU 3350 Students with Disabilities in the School Setting 3
EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
EDU 3610 Law and Professionalism in Inclusive Settings 1
EDU 3650 Critical Examination of Issues in Education 3

Fall of Senior Year (9 credits):

EDU 3390 Literacy in the Content Areas for Adolescent Teachers 6
EDU 3700 Field Experience in a School Setting - Adolescence/Special Education Program 0

Methodology Content Course:

EDU 3140 Methods and Techniques of Teaching Mathematics for Adolescent Students 3

Spring of Senior Year (9 credits):

EDU 4870 Adolescence/Special Education Student Teaching 8
EDU 4900 Student Teaching Seminar - All Certification Programs 1

Electives: 3-5 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 1000 6-8 counts as a LAS required Elective.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirements: MAT 1150A and a Lab Science course.

The Education Adolescence/Special Education Related requirement is 6 and has been adjusted to 0, because the following Major and Related requirements are taken: MAT 2210 and a second Lab Science course.

ADOLESCENCE EDUCATION - MATHEMATICS/SPECIAL EDUCATION—B.A./M.S.

New York State Registered Program Code: 31981
HEGIS Code B.A.: 1701.00 (Mathematics 7-12 Teacher)
HEGIS Code M.S.: 808.00 (Special Education, General)
Molloy Program of Study Code: AMSBM/AMSBG

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE --

Education 5 Year Adolescence/Special Education Related Requirements:

Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math & Science General Education Requirements) — (0 credits needed) See NOTE --

Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech 6

English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; ENG literature (ENG 1610 or ENG 3660 recommended) 9

Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2060 (required for Education majors) 9

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH 9

Physical Education (1 credit): PED 1
Core Course (4 credits): COR 4

Major Requirements (Minimum of 39 credits):

MAT 1150A Elementary Statistics 3
MAT 2210 Calculus I 4
MAT 2220 Calculus II 4
MAT 2230 Calculus III 4
MAT 2290 Discrete Mathematical Structures 3
MAT 2320 Introduction to Linear Algebra 3
MAT 2510 Modern Geometry 3
MAT 3200 Mathematics for the Secondary Teacher from an Advanced Standpoint 3
MAT 3300 Modern Algebra - Ring Theory 3
MAT 4900 Mathematics Senior Seminar 3

Complete 6 elective credits within major under consultation with advisor (MAT 3240 is highly recommended as one of the electives) 6
### Related Requirements - (9-11 credits): CSC 1030 or CSC 1200 or CIS 2350; At least 6 credits in Lab Science; preferably including PHY 2700

### Education - 5 Year Adolescence/Special Education Major Requirements (52 total EDU credits):

**Sophomore or Junior Year** (10 credits)

- EDU 3000 E-Portfolio — 0
- EDU 3290 Strategies for All Learners in the Diverse Classroom — 3
- EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) — 0
- EDU 3600 Foundations of Education for Regular and Special Education Teachers — 3
- EDU 3610 Law and Professionalism in Inclusive Settings — 1
- EDU 3650 Critical Examination of Issues in Education — 3

**Spring of Junior Year** (3 credits)

- EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 — 3

**Fall of Senior Year** (12 credits)

- EDU 5061/506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners — 6

### Methodology Content Course:

- EDU 3140 Methods and Techniques of Teaching Mathematics for Adolescent Students — 3

**Spring of Senior Year** (12 credits)

- EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 — 3
- EDU 5276/571 Assessment, Diagnosis and Evaluation of Students with Disabilities — 3
- EDU 5278/573 Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities — 3
- EDU 5280/575 Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities — 3
- EDU 5491/554B Pre-Professional Adolescent/ Special Education Field Experiences in Inclusive Classrooms — 0

**Fall of 5th Year** (9 credits)

- EDU Content Elective (EDU 5270, 5272 or 5353/580-5393/599) — 3
- EDU 5521/557B Student Teaching Adolescent/ Special Education (Grades 7-12) — 0
- EDU 5581/555B Student Teaching Adolescence/ Special Education (Grades 7-9) — 3
- EDU 5591/556B Student Teaching Adolescence/ Special Education (Grades 10-12) — 3

**Spring of 5th Year** (6 credits)

- EDU Content Elective (EDU 5270, 5272 or 5353/580-5393/599) — 3
- EDU 5642/547C Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Adolescent Education — 3

**Electives:** 3-5 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 1000 counts as a LAS required Elective. Total for degree credits vary due to Related Requirements variations.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 141-143

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirements: MAT 1150A and a Lab Science course. The Education 5 Year Adolescence/Special Education Related requirement is 6 and has been adjusted to 0, because the following Major and Related requirements are taken: MAT 2210 and a second Lab Science course.

---

**ADOLESCENCE EDUCATION - MATHEMATICS/ TESOL—B.A./M.S.**

New York State Registered Program Code: 38225

HEGIS Code B.A.: 1701.00 {Mathematics 7-12 Teacher}

HEGIS Code M.S.: 1508.00 {Teaching of English as a Second Language}

Molloy Program of Study Code: AMTBM/AMTBG

---

### Credits

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

**Education 5 Year Adolescence/TESOL Education Related Requirements:**

Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math & Science General Education Requirements); Beyond the Languages General Education requirement - Three additional Languages courses required (No ESL/Total 12 credits) — (9 credits needed) See NOTE

---

246
**Arts and Fine Arts (2 out of 3 disciplines) (6 credits):** ART History/MUS History/COM Speech

**English, Languages and Literature (1 of each discipline) (9 credits):** ENG 1100; ENG literature (ENG 1610 or ENG 3660 recommended); Four Languages courses (No ESL)

Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2060 (required for Education majors)

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH

**Physical Education (1 credit):** PED

**Core Course (4 credits):** COR

**Major Requirements** (Minimum of 39 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1150A Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 2210 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 2220 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 2230 Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 2290 Discrete Mathematical Structures</td>
<td>3</td>
</tr>
<tr>
<td>MAT 2320 Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 2510 Modern Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 3200 Mathematics for the Secondary Teacher from an Advanced Standpoint</td>
<td>3</td>
</tr>
<tr>
<td>MAT 3300 Modern Algebra - Ring Theory</td>
<td>3</td>
</tr>
<tr>
<td>MAT 4900 Mathematics Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

*Complete 6 elective credits within major under consultation with advisor (MAT 3240 is highly recommended as one of the electives)*

**Related Requirements** - (9-11 credits): CSC 1030 or CSC 1200 or CIS 2350; At least 6 credits in Lab Science; preferably including PHY 2700

**Education - 5 Year Adolescence/TESOL Major Requirements** (49 total EDU credits):

**Sophomore or Junior Year** (10 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000 E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3600 Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of Junior Year** (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5254/542 Structure and Application of American English</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall of Senior Year** (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms, Birth-Grade 2, Childhood 1-6 and Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5252/540 Introduction to Linguistics for TESOL and Bilingual Professionals</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5253/541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Methodology Content Course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3140 Methods and Techniques of Teaching Mathematics for Adolescent Students</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of Senior Year** (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5061/506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners</td>
<td>6</td>
</tr>
<tr>
<td>EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5255/543 Interdisciplinary Teaching Methods and English Language Language for PK-12 Bilingual and English Language Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall of 5th Year** (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5256/544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5490/554A Preprofessional Adolescent Field Experiences in Inclusive Classrooms</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5485/550T Preprofessional TESOL PK-12 (Five Year Program)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5643/547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of 5th Year** (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5512/553C Student Teaching Childhood (Grades 1-6) (Five Year TESOL Program)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5550/545T TESOL Student Teaching PK-12</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5582/555C Student Teaching Adolescence (Grades 7-9 and 10-12) (Five Year Program)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives:** The Liberal Arts and Sciences (LAS) requirement for a B.A. degree is met. FST 1000 counts towards required Electives. No Electives are required if FST is waived. Total for degree credits vary due to Related Requirements variations.

*(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)*

**Total:** 144-146

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirements: MAT 1150A
and a Lab Science course.

The Education 5 Year Adolescence/Special Education Related requirement is 6 and has been adjusted to 0, because the following Major and Related requirements are taken: MAT 2210 and a second Lab Science course.

### Music Education Programs of Study

The Music Education program produces dynamic, responsive and ethical musical leaders in diverse school and community-based settings. The program serves student musicians from all musical traditions, offering rigorous training required to access a variety of careers in the music teaching profession.

Upon successful completion of all program requirements, graduates are eligible to pursue the Initial Teaching Certificate in Music (grades Pre-K - 12) from the New York State Education Department. This professional credential qualifies program graduates to teach in New York State public schools.

#### Progression requirements:

- A grade of “C+” or higher is necessary for all required music courses. A grade of “B” or higher is necessary for all required music education courses. These courses may be repeated one time. Failure to attain course grade minimums while taking a course for the second time will necessitate withdrawal from the program.

- Students must pass a music education jury for four consecutive semesters (which is a formal evaluation of musical and pedagogical skills by departmental faculty) with a minimum score of “85” before progression is permitted into the Education Division’s Apprentice Phases.

- Students must pass two Music Education juries with a minimum score of “90” in order to progress to the Pre-Professional Semester and Professional Semester. These juries may be repeated one time. Failure to attain at least a “90” when taking a jury for the second time necessitates withdrawal from the program.

- Students repeating a jury may be required to take additional applied instruction in piano, voice and/or a secondary instrument at their own expense. The Director of Undergraduate Music Education will assign applied instructors.

- Failure of a music education jury can result in a delay in completing the necessary sequential coursework needed to graduate within four years and/or necessitate a withdrawal from the program.

- Students may withdraw from a required music course only one time.

- Student development of professional dispositions will be guided and reinforced by program faculty. In the Fall semester of the junior year, the Music Education Faculty Dispositions Committee formally evaluates students’ readiness for admittance into the School of Education. Students must receive committee approval to proceed into the Education Division.

- Additional requirements and GPA minimums are imposed by the School of Education. Refer to policies set forth by the School of Education for more information.

#### MUSIC EDUCATION PRE-K-12—B.S.

New York State Registered Program Code: 23876

HEGIS Code: 1005.00 (Music, Liberal Arts Program)

Molloy Program of Study Code: MUEBS

#### Program Learning Outcomes

Students will be able to:

- Demonstrate proficiency in reading, writing, and realizing musical notation. Students recognize and apply notational, analytical and performance practices from a wide range of eras, styles and cultures to performance and educational settings.

- Demonstrate proficiency in performing on their primary instrument or voice and in ensemble settings.

- Apply an extensive, functional musical skillset toward educational settings. (This skill set includes proficiency in voice, keyboard, wind, brass, string, percussion, ensembles, conducting, arranging, solo performance and ensemble performance.)

- Be well acquainted with musical literature and conventions from diverse cultures and periods, along with their respective sociocultural and historical contexts.

- Be aware of current issues, philosophies, scholarship, methods, materials and practices in music education. Students evaluate, select, reject, adapt and apply these to specific teaching situations as appropriate.

- Apply evaluative techniques to assess students’ educational needs. Students design developmentally and culturally appropriate lessons and programming to address these needs.

#### Credits

<table>
<thead>
<tr>
<th>General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Special Subjects Related Requirements: None required for Music Education — (0 credits) See NOTE</td>
<td>--</td>
</tr>
<tr>
<td>Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/COM Speech</td>
<td>3</td>
</tr>
<tr>
<td>English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; ENG 2620/ENG 3660 (required for Education majors)</td>
<td>9</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (2 of each discipline) (6 credits): HIS; POL</td>
<td>9</td>
</tr>
</tbody>
</table>

Required for Education majors (3 credits): PSY 2040
Math and Science (1 of each discipline) (6 credits): MAT; and Science course

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH

Physical Education (1 credit): PED

Core Course (4 credits): COR

Music Theory Placement Requirement (0-2 creditspending waiver):
MUS 1010* Theory Fundamentals (Students who fail the department’s Theory Placement Exam must complete 2 additional credits beyond total degree minimum)

Total Major Requirements - MUS (61-62 credits varies*):

Music Core Requirements (37 credits):
MUS 1020 Sight Singing/Ear Training I 2
MUS 1120 Harmony I 3
MUS 1140 Computer Writing - Music (For 1 credit) 1
MUS 1160 Form and Analysis 3
MUS 1990 History of Music I 3
MUS 2000 History of Music II 3
MUS 2030 Music in the Twentieth Century 3
MUS 2040 Sight Singing/Ear Training II 2
MUS 2060 Sight Singing/Ear Training III 2
MUS 2130 Harmony II 3
MUS 2160 Orchestration I 3
MUS 2180 Conducting I 2
MUS 2230 Keyboard Harmony I 1
MUS 2260 Conducting II 2
MUS 3140 Harmony III 3
MUS 3150 Keyboard Harmony II 1

Music History Electives Requirement (6 credits minimum) 6

Applied Music Requirement (7 credits)*:
Select Applied Music courses from: MUS 1250-1540

Ensemble Requirement (3 credits)**:
MUS 1660 Vocal Ensemble **
MUS 1670 Chamber Singers **
MUS 1680 Opera Ensemble **
MUS 1740 Chamber Ensemble **
MUS 1750 Jazz and Contemporary Music Ensemble **
MUS 1760 Percussion Ensemble **
MUS 1820 Concert Choir **
MUS 1840 Brass Ensemble **
MUS 1850 Guitar Ensemble **
MUS 1860 String Ensemble **
MUS 1870 Woodwind Ensemble **

Recital Attendance Requirement (0 credits)**: 0
MUS 0100 Recital Attendance (Required for 7 semesters) ***

Music Education Requirements (8-9 credits):
Complete either* MUS 1060/1540/2070 (1 credit required, determined by placement exam) (1 credit)

MUS 1060 Fundamentals of Guitar *
MUS 1540 Guitar *
MUS 2070 Advanced Class Guitar *

Complete either** MUS 1100/1110/1260/2200 (1-2 credits required, determined by placement exam)

MUS 1100 Class Piano **
MUS 1110 Advanced Class Piano **
MUS 1260 Piano **
MUS 2200 Piano Accompaniment **

Complete 7 courses (6 credits):

MUS 1180 String Class 1
MUS 1190 Woodwind Class 1
MUS 1200 Brass Class 1
MUS 1210 Percussion Class 1
MUS 1610 Introduction to Digital Audio 1
MUS 1950 Vocal Techniques 1
MUS 2500 Music Education Seminar (Required for 7 semesters) 0

NOTE: MUS 2190 and MUS 2220 are part of the Education requirements

Education/Childhood/Special Subjects/ Music Education Requirements (25 total credits):

Sophomore or Junior Year (10 credits)
EDU 3000 E-Portfolio 0
EDU 3290 Strategies for All Learners in the Diverse Classroom 3

EDU 3300 Field Experience in a School Setting (2 hours a week in a local school) 0

EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
EDU 3610 Law and Professionalism in Inclusive Settings 1
EDU 3650 Critical Examination of Issues in Education 3

Fall of Senior Year (6 credits)
MUS 2190 Music for Children Methods 3
MUS 2220 Secondary Music Methods 3
EDU 3690 Field Experience in a School Setting: Music Education 0

Spring of Senior Year (9 credits)
EDU 4890 Music Education - Student Teaching 8
EDU 4900 Student Teaching Seminar - All Certification Programs 1

**Electives:** The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. **FST 1000** counts as a required Elective. If **MUS 1010** is required, it may push Electives to 2 additional credits increasing the Total credits for this degree. Electives needed with advisor.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST Piano requirement beyond 1 credit or waivers as needed, under consultation with advisor.)

**Total:** 128-129

**NOTE:** The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the General Education requirement: **MUS 2000.** The Education Special Subjects General Education Related requirement for a second Math and a second lab science is waived for Music Education majors.

## Psychology Education Program of Study

**CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - PSYCHOLOGY—B.S.**

New York State Registered Program Code: 23868
HEGIS Code: 802.00 (Elementary Education, General)
Molloy Program of Study Code: CPBBS

### Credits

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE

**Education Childhood/Early Childhood Related Requirements:**
- Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE

**Arts and Fine Arts (1 of each discipline) (6 credits):** ART History; MUS History 6

**English, Languages and Literature (1 of each discipline) (9 credits):** ENG 1100; Languages; ENG 2620 (required for Education Majors) 9

**Social and Behavioral Sciences (1 of each discipline) (6 credits):** HIS; POL 6

**Math and Science (1 additional Math and 2 science disciplines) (9 credits):** MAT; and two Science courses 9

**Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):** PHI; TRS; and ETH 9

**Physical Education (1 credit):** PED 1

**Core Course (4 credits):** COR 4

**Major Requirements** (31 credits):
- **PSY 1110 General Psychology** 3
- **Take either** **PSY 2040 or PSY 2050:** 3
- **PSY 2040 Child Psychology I: Prenatal Through Middle Childhood (Preferred)*** 3
- **PSY 2050 Child Psychology II: Middle Childhood Through Adolescence*** 3
- **PSY 2130 Statistics for the Behavioral Sciences** 3
- **PSY 2450 Psychological Assessment** 3
- **PSY 3010 Bio-Psychology** 3
- **PSY 3110 Experimental Psychology** 3
- **PSY 3260 Abnormal Psychology** 3
- **PSY 3340 Exceptional Child** 3
- **PSY 4001 Colloquium (For one credit)** 1

**Complete one** **Application course from the following:** 3
- **PSY 3020 Behavior Modification (Preferred)*** 3
- **PSY 3250 History and Systems of Psychology*** 3
- **PSY 3570 Clinical Counseling*** 3
- **PSY 3620 Organizational Psychology*** 3

**Complete one** **Foundation course from the following:** 3
- **PSY 3240 Social Psychology Seminar*** 3
- **PSY 3530 Personality*** 3
- **PSY 3560 Sensation and Perception*** 3
- **PSY 3650 Cognitive Psychology (Preferred)*** 3

**Related Requirements** (3 credits):
- **MAT 1150A Elementary Statistics** 3

**Education - Childhood/Early Childhood Major Requirements** (40 total credits):

**Sophomore or Junior Year** (16 credits):
- **EDU 3000 E-Portfolio** 0
- **EDU 3290 Strategies for All Learners in the Diverse Classroom** 3
- **EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)** 0
- **EDU 3360 Curriculum and Methodology in Early Childhood Education, Birth-Grade 2** 3
- **EDU 3520 Teaching Diverse Learners** 3
- **EDU 3600 Foundations of Education for Regular and Special Education Teachers** 3
- **EDU 3610 Law and Professionalism in Inclusive Settings** 1
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall of Senior Year (15 credits):</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 3380 Literacy in the Content Areas for Childhood Teachers</td>
<td>6</td>
</tr>
<tr>
<td>EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3550 Field Experience in a School Setting - Childhood/EC Program</td>
<td>0</td>
</tr>
<tr>
<td><strong>Spring of Senior Year (9 credits):</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 4810 Childhood 1-6/Early Childhood Birth-2 Student Teaching</td>
<td>8</td>
</tr>
<tr>
<td>EDU 4900 Student Teaching Seminar - All Certification Programs</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives:** Liberal Arts and Sciences (LAS) for a B.S. degree is met. **FST 1000** counts as towards Electives Requirement. (Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 128

**NOTE:** The General Education requirement is 44, and has been adjusted to 38, because the following Major and Related requirements will also satisfy the General Education and Childhood/Early Childhood General Education requirements: **MAT 1150A; PSY 2050.**

Substitutions are allowed only with the chairperson’s approval.

N.B.: All Psychology coursework for the major and minor, together with the related requirements, must be completed with a grade of “C” or better.
Sociology Education Program of Study

CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - SOCIOLOGY—B.S.
New York State Registered Program Code: 23868
HEGIS Code: 802.00 (Elementary Education, General)
Molloy Program of Study Code: CZBBS

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE

Education Childhood/Early Childhood General Education Requirements:
Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE

Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History

English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; ENG 2620 (required for Education majors)

Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2050 (required for Education majors)

Math and Science (3 courses) (9 credits): MAT; and two Science courses

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH

Physical Education (1 credit): PED

Core Course (4 credits): COR

Major Requirements (28 credits):

Complete either SOC 1010/SOC 2900H (3 credits)*: 3
SOC 1010 Introductory Sociology *
SOC 2900H (HONORS) Sociological Imagination (Honors Program students) *
SOC 1610 Introduction to Cultural Anthropology 3
SOC 2110 Social Problems 3
SOC 3000 Basics of Social and Behavioral Research Methods 3

Complete either** SOC 3010 or SOC 3020: 3
SOC 3010 Social Theory I-Foundations **
SOC 3020 Social Theory II - Contemporary **
SOC 3310 Race and Ethnic Relations 3
SOC 3950 Introduction to Computing with SPSS 1

SOC 4900 Sociology Seminar 3
Complete 3 credits*** from the following courses: 3
SOC 1520 Sociology of the Family ***
SOC 2540 Ancient Worlds ***
SOC 2560 Introduction to Archaeology ***
SOC 3500 Social Roles of Men and Women ***
SOC 3800 Service Learning Immersion ***

Complete 3 credits**** from the following courses: 3
SOC 2320 Sociology of Inequality ****
SOC 2360 Social Change ****
SOC 2450 Cities and Suburbs ****
SOC 3330 Alcoholism and Drug Abuse ****

Related Requirements (3 credits):

MAT 1150A Elementary Statistics 3

Education - Childhood/Early Childhood Major Requirements (40 total credits):

Sophomore or Junior Year (16 credits):
EDU 3000 E-Portfolio 0
EDU 3290 Strategies for All Learners in the Diverse Classroom 3
EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course) 0
EDU 3360 Curriculum and Methodology in Early Childhood Education, Birth-Grade 2 3
EDU 3520 Teaching Diverse Learners 3
EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
EDU 3610 Law and Professionalism in Inclusive Settings 1
EDU 3650 Critical Examination of Issues in Education 3

Fall of Senior Year (15 credits):
EDU 3380 Literacy in the Content Areas for Childhood Teachers 6
EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3
EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12 3
EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3
EDU 3550 Field Experience in a School Setting - Childhood/EC Program 0

Spring of Senior Year (9 credits):
EDU 4810 Childhood 1-6/Early Childhood Birth-2 Student Teaching 8
EDU 4900 Student Teaching Seminar - All Certification Programs 1

252
**Electives:** Liberal Arts and Sciences (LAS) for a B.S. degree is met. **FST 1000** counts as towards Electives Requirement.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 128

**NOTE:** The General Education requirement is 44, and has been adjusted to 41, because the following Related requirement will also satisfy the General Education requirement: **MAT 1150A.**

---

**Spanish Education Programs of Study**

**NOTE:** Students who take the Spanish CLEP exam are able to use only 6 awarded credits towards their Spanish concentration.

**Double Majors**

Adolescence Education programs in Spanish that may be combined with a Spanish Language and Hispanic Literature and Cultures—B.A. program are:

- Adolescence Education - Spanish—B.A.
- Adolescence Education - Spanish/Special Education—B.A.
- Adolescence Education - Spanish/Special Education—B.A./M.S.
- Adolescence Education - Social Studies/TESOL—B.A./M.S.

Students doing two majors must complete all program requirements for both. For Adolescence Education Spanish majors, the Spanish Language and Hispanic Literature and Cultures—B.A. program of study requires:

- One SPA elective Language Elective may be used in place of SPA 4600 (Internship) under consultation with the Languages and Culture Department chairperson.

---

**Childhood Education 1-6/Early Childhood Birth-2 - Spanish—B.S.**

New York State Registered Program Code: 23868
HEGIS Code: 802.00 [Elementary Education, General]
Molloy Program of Study Code: CSBBS

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (41 credits needed) See **NOTE**

---

**Education Childhood/Early Childhood Related Requirements:**

- Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See **NOTE**
- **Arts and Fine Arts (2 disciplines) (6 credits):** ART History; MUS History
- **English, Languages and Literature (1 of each discipline) (6 credits):** ENG 1100; ENG 2620 (required for Education majors)
- **Social and Behavioral Sciences (1 of each discipline) (9 credits):** HIS; POL; PSY 2040/2050 (required for Education majors)
- **Math and Science (2 of both disciplines) (12 credits):** Two MAT; and two Science courses
- **Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):** PHI; TRS; and ETH
- **Physical Education (1 credit):** PED
- **Core Course (4 credits):** COR

**Major Requirements** (30 credits):

- **SPA 3050 Grammar for Communication**
- **SPA 3070 Introduction to the Analysis of Spanish Literary Texts**
- **SPA 3130 Cultures of Spain**
- **SPA 3140 Cultures of Latin America**
- **SPA 3510 Iberian Literature Survey**
- **SPA 3520 Latin American Literature Survey**
- **Complete 12 credits* from the following (12 credits):**
- **SPA 1180 Beginner Conversation Skills (1 credit)**
- **SPA 1190 Beginner Writing Skills (1 credit)**
- **SPA 2010 Beginning Spanish III (SPA 2090 for Heritage Students)**
- **SPA 2090 Spanish for Heritage Students**
- **SPA 2150 Intermediate Spanish Conversation I**
- **SPA 2180 Intermediate Conversation Skills (1 credit)**
- **SPA 2190 Intermediate Writing Skills (1 credit)**
- **SPA 2200 Intermediate Spanish**
- **SPA 3100 Advanced Conversation Skills (1 credit)**
- **SPA 3110 Advanced Writing Skills (1 credit)**
- **SPA 3290 Post-Franco Spain**
- **SPA 3300 Study Abroad: Spanish Grammar and Composition**
- **SPA 3310 Study Abroad: Spanish Conversation and Culture**
- **SPA 3410 Advanced Spanish Grammar and Composition**
- **SPA 3500 The Hispanic World Through Film**

---

253
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 4090 Translation</td>
<td>*</td>
</tr>
<tr>
<td>SPA 4210 Spanish Theatre</td>
<td>*</td>
</tr>
<tr>
<td>SPA 4250 Hispanic Women Writers</td>
<td>*</td>
</tr>
<tr>
<td>SPA 4600 Language Internship</td>
<td>*</td>
</tr>
</tbody>
</table>

**Education - Childhood/Early Childhood Major Requirements (40 total credits):**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore or Junior Year</td>
<td>(16 credits):</td>
</tr>
<tr>
<td>EDU 3000 E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3360 Curriculum and Methodology in Early Childhood Education, Birth-Grade 2</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3520 Teaching Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3600 Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>Fall of Senior Year</td>
<td>(15 credits):</td>
</tr>
<tr>
<td>EDU 3380 Literacy in the Content Areas for Childhood Teachers</td>
<td>6</td>
</tr>
<tr>
<td>EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3550 Field Experience in a School Setting - Childhood/EC Program</td>
<td>0</td>
</tr>
<tr>
<td>Spring of Senior Year</td>
<td>(9 credits):</td>
</tr>
<tr>
<td>EDU 4810 Childhood 1-6/Early Childhood Birth-2 Student Teaching</td>
<td>8</td>
</tr>
<tr>
<td>EDU 4900 Student Teaching Seminar - All Certification Programs</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives:** The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives. (Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 128

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE

**Education Adolescence/Special Education Related Requirements:**

Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE

**Arts and Fine Arts (2 disciplines) (6 credits):**
- ART History
- MUS History

**English, Languages and Literature (1 of each discipline) (6 credits):**
- ENG 1100; ENG 2620 (required for Education majors)

**Social and Behavioral Sciences (1 of each discipline) (9 credits):**
- HIS; POL; PSY 2040/2050 (required for Education majors)

**Math and Science (2 of both disciplines) (12 credits):**
- Two MAT; and two Science courses

**Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):**
- PHI; TRS; and ETH

**Physical Education (1 credit):**
- PED

**Core Course (4 credits):**
- COR

**Major Requirements (30 credits):**

- SPA 3050 Grammar for Communication
- SPA 3070 Introduction to the Analysis of Spanish Literary Texts
- SPA 3130 Cultures of Spain
- SPA 3140 Cultures of Latin America
- SPA 3510 Iberian Literature Survey
- SPA 3520 Latin American Literature Survey

**Complete 12 credits* from the following (12 credits):**

- SPA 1180 Beginner Conversation Skills (1 credit)*
- SPA 1190 Beginner Writing Skills (1 credit)*
- SPA 2010 Beginning Spanish III (SPA 209 for Heritage Students)*
- SPA 2090 Spanish for Heritage Students*
- SPA 2150 Intermediate Spanish Conversation I*
- SPA 2180 Intermediate Conversation Skills (1 credit)*
- SPA 2190 Intermediate Writing Skills (1 credit)*
- SPA 2200 Intermediate Spanish*
- SPA 3100 Advanced Conversation Skills (1 credit)*
- SPA 3110 Advanced Writing Skills (1 credit)*
- SPA 3290 Post-Franco Spain*

**Molloy Program of Study Code:** CSSBS

**HEGIS Code:** 802.00 (Elementary Education, General)

**Credits**

---

**New York State Registered Program Code:** 23869

**HEGIS Code:** 802.00 {Elementary Education, General}

**Molloy Program of Study Code:** CSSBS

**Credits**

---

**NOTE:** The General Education requirement is 44, and has been adjusted to 41, because the following Major requirements will also satisfy the Languages requirement: one SPA language.

**CHILDHOOD EDUCATION - SPANISH/SPECIAL EDUCATION—B.S.**

New York State Registered Program Code: 23869
### ChildHood Education - Spanish/Special Education—B.S./M.S.

New York State Registered Program Code: 31975

HEGIS Code B.S.: 802.00 (Elementary Education, General)

HEGIS Code M.S.: 808.00 (Special Education, General)

Molloy Program of Study Code: CSSBM/CSSBG

---

### Credits

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE</td>
<td>--</td>
</tr>
<tr>
<td>Education 5 Year Childhood/Special Education Related Requirements</td>
<td>Second Math course; second Science course (Included with Math &amp; Science General Education Requirements) — (6 credits needed) See NOTE</td>
<td>--</td>
</tr>
<tr>
<td>Arts and Fine Arts (2 disciplines) (6 credits):</td>
<td>ART History; MUS History</td>
<td>6</td>
</tr>
<tr>
<td>English, Languages and Literature (1 of each discipline) (6 credits): ENG 1100; ENG 2620 (required for Education majors)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2050 (required for Education majors)</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Physical Education (1 credit): PED</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Core Course (4 credits): COR</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Major Requirements (30 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 3050 Grammar for Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPA 3070 Introduction to the Analysis of Spanish Literary Texts</td>
<td>3</td>
</tr>
<tr>
<td>SPA 3130 Cultures of Spain</td>
<td>3</td>
</tr>
<tr>
<td>SPA 3140 Cultures of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>SPA 3510 Iberian Literature Survey</td>
<td>3</td>
</tr>
<tr>
<td>SPA 3520 Latin American Literature Survey</td>
<td>3</td>
</tr>
<tr>
<td>Complete twelve credits* from the following (12 credits):</td>
<td></td>
</tr>
<tr>
<td>SPA 1180 Beginner Conversation Skills (1 credit)</td>
<td>*</td>
</tr>
<tr>
<td>SPA 1190 Beginner Writing Skills (1 credit)</td>
<td>*</td>
</tr>
</tbody>
</table>

---

### Notes:

- Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.
- Total: 128

---

**NOTE:** The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the Languages requirement: one SPA language.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 2010 Beginning Spanish III (SPA 2090 for Heritage Students) *</td>
<td></td>
</tr>
<tr>
<td>SPA 2090 Spanish for Heritage Students *</td>
<td></td>
</tr>
<tr>
<td>SPA 2150 Intermediate Spanish Conversation I *</td>
<td></td>
</tr>
<tr>
<td>SPA 2180 Intermediate Conversation Skills (1 credit) *</td>
<td></td>
</tr>
<tr>
<td>SPA 2190 Intermediate Writing Skills (1 credit) *</td>
<td></td>
</tr>
<tr>
<td>SPA 2200 Intermediate Spanish *</td>
<td></td>
</tr>
<tr>
<td>SPA 3100 Advanced Conversation Skills (1 credit) *</td>
<td></td>
</tr>
<tr>
<td>SPA 3110 Advanced Writing Skills (1 credit) *</td>
<td></td>
</tr>
<tr>
<td>SPA 3290 Post-Franco Spain *</td>
<td></td>
</tr>
<tr>
<td>SPA 3300 Study Abroad: Spanish Grammar and Composition *</td>
<td></td>
</tr>
<tr>
<td>SPA 3310 Study Abroad: Spanish Conversation and Culture *</td>
<td></td>
</tr>
<tr>
<td>SPA 3410 Advanced Spanish Grammar and Composition *</td>
<td></td>
</tr>
<tr>
<td>SPA 3500 The Hispanic World Through Film *</td>
<td></td>
</tr>
<tr>
<td>SPA 4090 Translation *</td>
<td></td>
</tr>
<tr>
<td>SPA 4210 Spanish Theatre *</td>
<td></td>
</tr>
<tr>
<td>SPA 4250 Hispanic Women Writers *</td>
<td></td>
</tr>
<tr>
<td>SPA 4600 Spanish Language Internship *</td>
<td></td>
</tr>
</tbody>
</table>

**Education - 5 Year Childhood/Special Education Major Requirements** (55 total EDU credits):

**Sophomore or Junior Year** (10 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000 E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting</td>
<td>0</td>
</tr>
<tr>
<td>- 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
<td></td>
</tr>
<tr>
<td>EDU 3600 Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of Junior Year** (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall of Senior Year** (15 credits)
EDU 3380 Literacy in the Content Areas for Childhood Teachers 6
EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3
EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12 3
EDU 5275/570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Spectrum Disorder 3

Spring of Senior Year (12 credits)
EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 2, Childhood 1-6 3
EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3
EDU 5276/571 Assessment, Diagnosis and Evaluation of Students with Disabilities 3
EDU 5277/572 Strategies and Methods for Teaching Childhood Students with Disabilities 3
EDU 5481/550B Pre-professional Childhood/ Special Education Field Experience in Inclusive Classrooms 0

Fall of 5th Year (9 credits)
EDU 5511/553B Student Teaching Seminar Childhood/Special Education (Grades 1-6) 0
EDU 5279/574 Curriculum Content, Practices and Environmental Issues for Teaching Childhood Students with Disabilities 3
EDU 5561/551B Student Teaching Childhood (Grades 1-3, Regular and Special Education) 3
EDU 5571/552B Student Teaching Childhood/ Special Education (Grades 4-6, Regular and Special Education) 3

Spring of 5th Year (6 credits)
EDU Elective (EDU 5220/526, 5274/569, 5210, 5278 or 5280) 3
EDU 5641/547B Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Childhood Education 3

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives. No Electives required if FST is waived. 0-1

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 132-133

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the Languages requirement: one SPA language.

CHILDHOOD EDUCATION - SPANISH/TESOL—B.S./M.S.
New York State Registered Program Code: 38061
HEGIS Code B.S.: 0802.00 (Elementary Education, General)
HEGIS Code M.S.: 1508.00 (Teaching of English as a Second Language)
Molloy Program of Study Code: CSTBM/CSTBG

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE

Education 5 Year Childhood/TESOL Education Related Requirements:
Second Math course; second Science course (Included with Math & Science General Education Requirements); Three additional Modern Language courses (No ESL) will be met by major requirements — (6 credits needed) See NOTE

Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History 6

English, Languages and Literature (1 of each discipline) (6 credits): ENG 1100; ENG 2620 (required for Education majors) 6

Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040/2050 (required for Education majors) 9

Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses 12

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH 9

Physical Education (1 credit): PED 1
Core Course (4 credits): COR 4

Major Requirements (30 credits):
SPA 3050 Grammar for Communication 3
SPA 3070 Introduction to the Analysis of Spanish Literary Texts 3
SPA 3130 Cultures of Spain 3
SPA 3140 Cultures of Latin America 3
SPA 3510 Iberian Literature Survey 3
SPA 3520 Latin American Literature Survey 3

Complete 12 credits* from the following (12 credits):

SPA 1180 Beginner Conversation Skills (1 credit) *
SPA 1190 Beginner Writing Skills (1 credit) *
SPA 2010 Beginning Spanish III (SPA 2090 for Heritage Students) *
SPA 2090 Spanish for Heritage Students *
SPA 2150 Intermediate Spanish Conversation I *
SPA 2180 Intermediate Conversation Skills (1 credit) *
SPA 2190 Intermediate Writing Skills (1 credit) *
SPA 2200 Intermediate Spanish *
SPA 3100 Advanced Conversation Skills (1 credit) *
SPA 3110 Advanced Writing Skills (1 credit) *
SPA 3290 Post-Franco Spain *
SPA 3300 Study Abroad: Spanish Grammar and Composition *
SPA 3310 Study Abroad: Spanish Conversation and Culture *
SPA 3410 Advanced Spanish Grammar and Composition *
SPA 3500 The Hispanic World Through Film *
SPA 4090 Translation *
SPA 4210 Spanish Theatre *
SPA 4250 Hispanic Women Writers *
SPA 4600 Spanish Language Internship *

**Education - 5 Year Childhood/TESOL Major Requirements** (55 total EDU credits):

**Sophomore or Junior Year** (10 credits)
EDU 3000 E-Portfolio 0
EDU 3290 Strategies for All Learners in the Diverse Classroom 3
EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU class) 0
EDU 3600 Foundations of Education for Regular and Special Education Teachers 3
EDU 3610 Law and Professionalism in Inclusive Settings 1
EDU 3650 Critical Examination of Issues in Education 3

**Spring of Junior Year** (6 credits)
EDU 5253/541 Second Language Acquisition TESOL and Bilingual Education: Theory and Practice 3
EDU 5254/542 Structure and Applications of American English 3

**Fall of Senior Year** (15 credits)
EDU 3380 Literacy in the Content Areas for Childhood Teachers 6
EDU 3410 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6 3
EDU 3460 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12 3
EDU 5252/540 Introduction to Linguistics for TESOL and Bilingual Professionals 3

**Spring of Senior Year** (9 credits)
EDU 3510 Social Studies in the Diverse Classroom Birth-Grade 1/Childhood 1-6 3
EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3
EDU 5255/543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners 3

**Fall of 5th Year** (9 credits)
EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3
EDU 5256/544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas 3
EDU 5480/550A Pre-Professional Childhood Field Experiences in Inclusive Classrooms 0
EDU 5485/550T Pre-Professional TESOL PK-12 (Five Year Program) 6
EDU 5643/547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL) 3

**Spring of 5th Year** (6 credits)
EDU 5512/553C Student Teaching Seminar - Childhood (Grades 1-6) (Five Year TESOL Program) 0
EDU 5550/545T TESOL Student Teaching PK-12 3
EDU 5562/551C Student Teaching Childhood (Grades 1-3 and Grades 4-6) (Five Year Program) 3

**Electives:** The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 1000 counts towards required Electives. No Electives required if FST is waived. 0-1

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 132-133

**NOTE:** The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the Languages requirement: one SPA language.

**ADOLESCENCE EDUCATION - SPANISH—B.A.**

New York State Registered Program Code: 23879
HEGIS Code: 1105.01 (Spanish 7-12 Teacher)
Molloy Program of Study Code: ASPBA

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (41 credits needed) See **NOTE**
**Education Adolescence Related Requirements:**
Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE

**Arts and Fine Arts (2 out of 3 disciplines) (6 credits):** ART History/MUS History/COM Speech

**English, Languages and Literature (1 of each discipline) (6 credits):** ENG 1100; ENG literature (ENG 1610 or ENG 3660 recommended)

**Social and Behavioral Sciences (1 of each discipline) (9 credits):** HIS; POL; PSY 2040/2060 (required for Education majors)

**Math and Science (2 of both disciplines) (12 credits):** Two MAT; and two Science courses

**Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):** PHI; TRS; and ETH

**Physical Education (1 credit):** PED

**Core Course (4 credits):** COR

**Major Requirements** (40 credits):
- SPA 3050 Grammar for Communication
- SPA 3070 Introduction to the Analysis of Spanish Literary Texts
- SPA 3130 Cultures of Spain
- SPA 3140 Cultures of Latin America
- SPA 3410 Advanced Spanish Grammar and Composition
- SPA 3510 Iberian Literature Survey
- SPA 3520 Latin American Literature Survey
- SPA 4900 Research in Hispanic Languages and Cultures - Seminar I
- SPA 4910 Hispanic Languages and Cultures - Seminar II

**Complete six* credits of Study Abroad Courses from the following (Exceptions should see Chair):** (6 credits):
- SPA 3300 Study Abroad: Spanish Grammar and Composition
- SPA 3310 Study Abroad: Spanish Conversation and Culture

**Complete three credits* for a Language Elective from the following (3 credits):**
- SPA 1180 Beginner Conversation Skills (1 credit)
- SPA 1190 Beginner Writing Skills (1 credit)
- SPA 2090 Spanish for Heritage Students
- SPA 2150 Intermediate Spanish Conversation I
- SPA 2180 Intermediate Conversation Skills (1 credit)
- SPA 2190 Intermediate Writing Skills (1 credit)

**Education - Adolescence Major Requirements** (31 total credits):

**Sophomore or Junior Year** (13 credits):
- EDU 3000 E-Portfolio
- EDU 3290 Strategies for All Learners in the Diverse Classroom
- EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)
- EDU 3520 Teaching Diverse Learners
- EDU 3600 Foundations of Education for Regular and Special Education Teachers
- EDU 3610 Law and Professionalism in Inclusive Settings
- EDU 3650 Critical Examination of Issues in Education

**Fall of Senior Year** (9 credits):
- EDU 3390 Literacy in the Content Areas for Adolescent Teachers
- EDU 3680 Field Experience in a School Setting - Adolescence Program

**Methodology Content Course:**
- EDU 3150 Methods and Techniques of Teaching Spanish for Adolescent Students

**Spring of Senior Year** (9 credits):
- EDU 4850 Adolescence Student Teaching
- EDU 4900 Student Teaching Seminar - All Certification Programs

**Electives:** 4 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. **FST 1000** counts towards required Electives. If FST is waived, a different LAS credit is required. Internships are not counted as LAS credits, so students taking SPA 4600 as a SPA Required Elective must take 3 additional LAS elective credits.
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirements will also satisfy the Languages requirement: one SPA language.

**ADOLESCENCE EDUCATION - SPANISH/SPECIAL EDUCATION—B.A.**
New York State Registered Program Code: 23872
HEGIS Code: 1105.01 (Spanish 7-12 Teacher)
Molloy Program of Study Code: ASSBA

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
</table>
| **General Education Requirements:**
| Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE |
| **Education Adolescence/Special Education Related Requirements:**
| Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE |
| **Arts and Fine Arts (2 out of 3 disciplines) (6 credits):**
| ART History/MUS History/COM Speech |
| **English, Languages and Literature (1 of each discipline) (6 credits):**
| ENG 1100; ENG literature (ENG 1610 or ENG 3660 recommended) |
| **Social and Behavioral Sciences (1 of each disciplines) (9 credits):**
| HIS; POL; PSY 2040/2060 (required for Education majors) |
| **Math and Science (2 of both disciplines) (12 credits):**
| Two MAT; and two Science courses |
| **Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):**
| PHI; TRS; and ETH |
| **Physical Education (1 credit):**
| PED |
| **Core Course (4 credits):**
| COR |

**Major Requirements** (40 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 3050 Grammar for Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPA 3070 Introduction to the Analysis of Spanish Literary Texts</td>
<td>3</td>
</tr>
<tr>
<td>SPA 3130 Cultures of Spain</td>
<td>3</td>
</tr>
<tr>
<td>SPA 3140 Cultures of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>SPA 3410 Advanced Spanish Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPA 3510 Iberian Literature Survey</td>
<td>3</td>
</tr>
<tr>
<td>SPA 3520 Latin American Literature Survey</td>
<td>3</td>
</tr>
<tr>
<td>SPA 4900 Research in Hispanic Languages and Cultures - Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>SPA 4910 Hispanic Languages and Cultures - Seminar II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Complete six* credits of Study Abroad Courses from the following (Exceptions should see Chair):** (6 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 3300 Study Abroad: Spanish Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPA 3310 Study Abroad: Spanish Conversation and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

**Complete three credits* for a Language Elective from the following (3 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 1180 Beginner Conversation Skills (1 credit)</td>
<td>*</td>
</tr>
<tr>
<td>SPA 1190 Beginner Writing Skills (1 credit)</td>
<td>*</td>
</tr>
<tr>
<td>SPA 2090 Spanish for Heritage Students</td>
<td>*</td>
</tr>
<tr>
<td>SPA 2150 Intermediate Spanish Conversation I</td>
<td>*</td>
</tr>
<tr>
<td>SPA 2180 Intermediate Conversation Skills (1 credit)</td>
<td>*</td>
</tr>
<tr>
<td>SPA 2190 Intermediate Writing Skills (1 credit)</td>
<td>*</td>
</tr>
<tr>
<td>SPA 2200 Intermediate Spanish</td>
<td>*</td>
</tr>
<tr>
<td>SPA 3100 Advanced Conversation Skills (1 credit)</td>
<td>*</td>
</tr>
<tr>
<td>SPA 3110 Advanced Writing Skills (1 credit)</td>
<td>*</td>
</tr>
<tr>
<td>SPA 3810 Spanish Linguistics</td>
<td>*</td>
</tr>
<tr>
<td>SPA 4090 Translation</td>
<td>*</td>
</tr>
<tr>
<td>SPA 4600 Language Internship</td>
<td>*</td>
</tr>
</tbody>
</table>

**Complete six credits** of Culture/Literature courses from the following (6 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 2500 Latino Culture in the U.S. **</td>
<td></td>
</tr>
<tr>
<td>SPA 3120 Hispanic World Through Literature, Art and Popular Culture **</td>
<td></td>
</tr>
<tr>
<td>SPA 3290 Post-Franco Spain **</td>
<td></td>
</tr>
<tr>
<td>SPA 3500 The Hispanic World Through Film</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3530 Latin American Short Story</td>
<td>**</td>
</tr>
<tr>
<td>SPA 4210 Spanish Theatre</td>
<td>**</td>
</tr>
<tr>
<td>SPA 4250 Hispanic Women Writers</td>
<td>**</td>
</tr>
</tbody>
</table>

**Education - Adolescence/Special Education Major Requirements** (34 total credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000 E-Portfolio</td>
<td>0</td>
</tr>
</tbody>
</table>

260
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3310 Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3350 Students with Disabilities in the School Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall of Senior Year</strong> (9 credits):</td>
<td></td>
</tr>
<tr>
<td>EDU 3390 Literacy in the Content Areas for Adolescent Teachers</td>
<td>6</td>
</tr>
<tr>
<td>EDU 3700 Field Experience in a School Setting - Adolescence/Special Education Program</td>
<td>0</td>
</tr>
<tr>
<td><strong>Methodology Content Course:</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 3150 Methods and Techniques of Teaching Spanish for Adolescent Students</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring of Senior Year</strong> (9 credits):</td>
<td></td>
</tr>
<tr>
<td>EDU 4870 Adolescence/Special Education Student Teaching</td>
<td>8</td>
</tr>
<tr>
<td>EDU 4900 Student Teaching Seminar - All Certification Programs</td>
<td>1</td>
</tr>
<tr>
<td><strong>Electives:</strong> 4 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. <strong>FST 1000</strong> counts towards required Electives. If FST is waived, a different LAS credit is required. <strong>Internships</strong> are not counted as LAS credits, so students taking <strong>SPA 4600</strong> as a SPA Required Elective must take 3 additional LAS elective credits.</td>
<td></td>
</tr>
<tr>
<td>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> 128</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** The General Education requirement is 44, and has been adjusted to 41, because the following Major requirements will also satisfy the Languages requirement: one SPA language.

**ADOLESCENCE EDUCATION - SPANISH/SPECIAL EDUCATION—B.A./M.S.**
New York State Registered Program Code: 31985
HEGIS Code B.A.: 1105.01 (Spanish 7-12 Teacher)
HEGIS Code M.S.: 808.00 (Special Education, General)

**Molloy Program of Study Code:** ASSBM/ASSBG

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>Acceptable courses listed under General Education Requirements — (41 credits needed) See <strong>NOTE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education 5 Year Adolescence/Special Education Related Requirements:</strong></td>
<td>Second Math course; second Science course (Included with Math &amp; Science General Education Requirements) — (6 credits needed) See <strong>NOTE</strong></td>
</tr>
<tr>
<td><strong>Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>English, Languages and Literature (1 of each discipline) (6 credits): ENG 1100; ENG literature (ENG 1610 or ENG 3660 recommended)</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Social and Behavioral Sciences (1 of each disciplines) (9 credits): HIS; POL; PSY 2040/2060 (required for Education majors)</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Physical Education (1 credit): PED</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Core Course (4 credits): COR</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Major Requirements</strong> (40 credits):</td>
<td></td>
</tr>
<tr>
<td><strong>SPA 3050 Grammar for Communication</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>SPA 3070 Introduction to the Analysis of Spanish Literary Texts</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>SPA 3130 Cultures of Spain</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>SPA 3140 Cultures of Latin America</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>SPA 3410 Advanced Spanish Grammar and Composition</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>SPA 3510 Iberian Literature Survey</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>SPA 3520 Latin American Literature Survey</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>SPA 4900 Research in Hispanic Languages and Cultures - Seminar I</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>SPA 4910 Hispanic Languages and Cultures - Seminar II</strong></td>
<td>3</td>
</tr>
<tr>
<td><em><em>Complete six</em> credits of Study Abroad Courses from the following (Exceptions should see Chair): (6 credits):</em>*</td>
<td></td>
</tr>
<tr>
<td><strong>SPA 3300 Study Abroad: Spanish Grammar and Composition</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>SPA 3310 Study Abroad: Spanish Conversation and Culture</strong></td>
<td>3</td>
</tr>
<tr>
<td><em><em>Complete three credits</em> for a Language Elective from the following (3 credits):</em>*</td>
<td></td>
</tr>
<tr>
<td>SPA 3900 Spanish Literature</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SPA 1180 Beginner Conversation Skills (1 credit)</td>
<td>*</td>
</tr>
<tr>
<td>SPA 1190 Beginner Writing Skills (1 credit)</td>
<td>*</td>
</tr>
<tr>
<td>SPA 2090 Spanish for Heritage Students</td>
<td>*</td>
</tr>
<tr>
<td>SPA 2150 Intermediate Spanish Conversation</td>
<td>I</td>
</tr>
<tr>
<td>SPA 2180 Intermediate Conversation Skills (1 credit)</td>
<td>*</td>
</tr>
<tr>
<td>SPA 2190 Intermediate Writing Skills (1 credit)</td>
<td>*</td>
</tr>
<tr>
<td>SPA 2200 Intermediate Spanish</td>
<td>*</td>
</tr>
<tr>
<td>SPA 3100 Advanced Conversation Skills (1 credit)</td>
<td>*</td>
</tr>
<tr>
<td>SPA 3110 Advanced Writing Skills (1 credit)</td>
<td>*</td>
</tr>
<tr>
<td>SPA 3810 Spanish Linguistics</td>
<td>*</td>
</tr>
<tr>
<td>SPA 4090 Translation</td>
<td>*</td>
</tr>
<tr>
<td>SPA 4600 Language Internship</td>
<td>*</td>
</tr>
<tr>
<td><strong>Complete six credits</strong>* of Culture/Literature courses from the following (6 credits):**</td>
<td>6</td>
</tr>
<tr>
<td>SPA 2500 Latino Culture in the U.S.</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3120 Hispanic Culture in the U.S.</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3500 The Hispanic World Through Literature, Art and Popular Culture</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3530 Latin American Short Story</td>
<td>**</td>
</tr>
<tr>
<td>SPA 4210 Spanish Theatre</td>
<td>**</td>
</tr>
<tr>
<td>SPA 4250 Hispanic Women Writers</td>
<td>**</td>
</tr>
<tr>
<td>SPA 4290 Post-Franco Spain</td>
<td>**</td>
</tr>
</tbody>
</table>

**Education - 5 Year Adolescence/Special Education Major Requirements (52 total EDU credits):**

**Sophomore or Junior Year (10 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3000 E-Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3290 Strategies for All Learners in the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3300 Field Experience in a School Setting - 2 hours a week in a local school (pre- or co-requisite to first EDU course)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 3600 Foundations of Education for Regular and Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 3610 Law and Professionalism in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>EDU 3650 Critical Examination of Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of Junior Year (3 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5240/537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall of Senior Year (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5061/506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners</td>
<td>6</td>
</tr>
<tr>
<td>EDU 5275/570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder</td>
<td>3</td>
</tr>
</tbody>
</table>

**Methodology Content Course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3150 Methods and Techniques of Teaching Spanish for Adolescent Students</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of Senior Year (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5130/513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5276/571 Assessment, Diagnosis and Evaluation of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5278/573 Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5280/575 Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5491/554B Pre-Professional Adolescent/Special Education Field Experiences in Inclusive Classrooms</td>
<td>0</td>
</tr>
</tbody>
</table>

**Fall of 5th Year (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU Content Elective (EDU 5270, 5272 or 5353/580-5393/599)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5521/557B Student Teaching Adolescent/Special Education (Grades 7-12)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5581/555B Student Teaching Adolescent/Special Education (Grades 7-9)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5591/556B Student Teaching Adolescent/Special Education (Grades 10-12)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring of 5th Year (6 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU Content Elective (EDU 5270, 5272 or 5353/580-5393/599)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5642/547C Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Adolescent Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives: 4 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 1000 counts towards required Electives. If FST is waived, a different LAS course is required. Internships are not counted as LAS credits, so students taking SPA 4600 as a SPA Required Elective must take 3 additional LAS elective credits for a total of 146 credits.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with)</td>
<td>--</td>
</tr>
</tbody>
</table>

**Total:** 143-146

**NOTE:** The General Education requirement is 44, and has been adjusted to 41, because the following Major requirements will also satisfy the Languages requirement: one SPA language.
ADOLESCENCE EDUCATION - SPANISH/TESOL—
B.A./M.S.
New York State Registered Program Code: 38226
HEGIS Code B.A.: 1105.01 (Spanish 7-12 Teacher)
HEGIS Code M.S.: 1508.00 (Teaching of English as a Second
Language)
Molloy Program of Study Code: ASTBM/ASTBG

Credits

General Education Requirements: Acceptable
courses listed under General Education
Requirements — (41 credits needed) See
NOTE

Education 5 Year Adolescence/TESOL
Education Related Requirements:
Second Math course; second Science
course (Included with Math & Science
General Education Requirements); Three
additional Languages courses (No ESL) will
be met by major requirements — (6 credits
needed) See NOTE

Arts and Fine Arts (2 out of 3 disciplines) (6
credits): ART History/MUS History/COM
Speech

English, Languages and Literature (1 of
each discipline) (6 credits): ENG 1100;
ENG literature (ENG 1610 or ENG 3660
recommended)

Social and Behavioral Sciences (1 of each
disciplines) (9 credits): HIS; POL; PSY
2040/2060 (required for Education majors)

Math and Science (2 of both disciplines) (12
credits): Two MAT; and two Science courses

Philosophy, Theology/Religious Studies and Ethics
(1 of each discipline) (9 credits): PHI; TRS; and
ETH

Physical Education (1 credit): PED

Core Course (4 credits): COR

Major Requirements (40 credits):

SPA 3050 Grammar for Communication 3
SPA 3070 Introduction to the Analysis of
Spanish Literary Texts 3
SPA 3130 Cultures of Spain 3
SPA 3140 Cultures of Latin America 3
SPA 3410 Advanced Spanish Grammar and
Composition 3
SPA 3510 Iberian Literature Survey 3
SPA 3520 Latin American Literature Survey 3
SPA 4900 Research in Hispanic Languages and
Cultures - Seminar I 1
SPA 4910 Hispanic Languages and Cultures -
Seminar II 3

Complete six* credits of Study Abroad Courses
from the following (Exceptions should see
Chair): (6 credits):

SPA 3300 Study Abroad: Spanish Grammar
and Composition 3
SPA 3310 Study Abroad: Spanish Conversation
and Culture 3

Complete three credits* for a Language Elective
from the following (3 credits):

SPA 1180 Beginner Conversation Skills (1
credit) *
SPA 1190 Beginner Writing Skills (1 credit) *
SPA 2090 Spanish for Heritage Students *
SPA 2150 Intermediate Spanish Conversation I *
SPA 2180 Intermediate Conversation Skills (1
credit) *
SPA 2190 Intermediate Writing Skills (1 credit) *
SPA 2200 Intermediate Spanish *
SPA 3100 Advanced Conversation Skills (1
credit) *
SPA 3110 Advanced Writing Skills (1 credit) *
SPA 3810 Spanish Linguistics *
SPA 4090 Translation *
SPA 4600 Language Internship *

Complete six credits** of Culture/Literature
courses from the following (6 credits):

SPA 2500 Latino Culture in the U.S. **
SPA 3120 Hispanic World Through Literature,
Art and Popular Culture **
SPA 3290 Post-Franco Spain **
SPA 3500 The Hispanic World Through Film **
SPA 3530 Latin American Short Story **
SPA 4210 Spanish Theatre **
SPA 4250 Hispanic Women Writers **

Education 5 Year Adolescence/TESOL Major
Requirements (49 total EDU credits):

Sophomore or Junior Year (10 credits)
EDU 3000 E-Portfolio 0
EDU 3290 Strategies for All Learners in the
Diverse Classroom 3
EDU 3300 Field Experience in a School Setting
- 2 hours a week in a local school (pre- or
co-requisite to first EDU course) 0
EDU 3600 Foundations of Education for Regular
and Special Education Teachers 3
EDU 3610 Law and Professionalism in Inclusive
Settings 1
EDU 3650 Critical Examination of Issues in
Education 3

Spring of Junior Year (3 credits)
EDU 5254/542 Structure and Application of
American English 3


The philosophy of the Visual Arts Education Program is based on John Dewey’s philosophy of “Art as Experience” where students learn by doing and in doing so explore the diversity that exists today in the visual arts and in life. From the late 1940’s on, art educators have been trained by practical experiences, as well as by a pedagogical approach. It is hoped that this program integrates a multitude of dynamics.

In addition to the specific admission requirements to the Education Program, students are admitted to the Visual Arts Education Program based on a portfolio and academic achievement with no lower than 2.5 GPA. Students who are weak in studio art are asked to take classes in painting and drawing before entrance to the program while they are accepted conditionally.

**VISUAL ARTS EDUCATION PRE-K-12—B.S.**

New York State Registered Program Code: 23867

HEGIS Code: 1002.00 [Art [Painting, Drawing, Sculpture]]

Molloy Program of Study Code: VARBS

**Credits**

**General Education Requirements:** Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE

- Arts and Fine Arts (3 credits): MUS History (required for Education Majors)
- English, Languages and Literature (1 of each discipline) (9 credits): ENG 1100; Languages; ENG 2620 or ENG 3660 (required for Education Majors)
- Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 2040 (required for Education majors)
- Math and Science (1 of each discipline) (6 credits): MAT; and Science course
- Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH
- Physical Education (1 credit): PED
- Core Course (4 credits): COR

**Major Visual Arts Requirements** (51 credits):

- ART 1010 Two-Dimensional Design
- ART 1020 Drawing
- ART 1030 Three-Dimensional Design
- ART 1110 Figure Drawing
- ART 1130 Introduction to Printmaking
- ART 1200 Ceramics
- Complete either ART 1300, 1330 or 2310*:

**Total:** 140-143

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirements will also satisfy the Languages requirement; one SPA language.
ART 1300 Fundamentals of Painting and Construction
ART 1330 Abstract Painting
ART 2310 Watercolor Painting
Complete either ART 1350 or ART 2900**: 3
ART 1350 History of Western Art I: Pre-historic to Renaissance
ART 2900H (HONORS) Art and Ideas Through History
ART 1360 History of Western Art II: Renaissance to Modernism
ART 1570 Digital Photography I
ART 2080 Sculpture
ART 2140 Color Theory - Advanced Design
ART 2280 Modern Art
ART 2410 Art History of Non-European Cultures
Complete one Digital Art course***** (3 credits): 3
ART 1800 Introduction to Digital Art
ART 1810 Paint Systems I
ART 1820 Adobe Illustrator I
ART 1830 Adobe Photoshop I
ART 1840 Adobe InDesign
ART 2720 Adobe After Effects
ART 2730 Three-Dimensional Computer Graphics, Animation and Virtual Reality I
ART 2740 Interactive Multimedia Design
Complete one additional Studio Art or Digital Art Elective course (3 credits): 3
ART 4900 Senior Thesis Project
EDU 3000 E-Portfolio
EDU 3290 Strategies for All Learners in the Diverse Classroom
EDU 3300 Field Experience in a School Setting (2 hours a week in a local school)
EDU 3600 Foundations of Education for Regular and Special Education Teachers
EDU 3610 Law and Professionalism in Inclusive Settings
EDU 3650 Critical Examination of Issues in Education
EDU 4890 Music Education - Student Teaching 8
EDU 4900 Student Teaching Seminar - All Certification Programs 1
Electives: 8 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 1000 counts towards required Electives. (Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --
Total: 128
NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the Art History requirement: ART 1350.

Physical Education

Quealy Gymnasium
516.323.3167

Donna M. Newman, Chairperson

Assistant Professor: Donna M. Newman

Adjunct Instructors: Robin Appel, Brianna Falese, Frank Gilroy, Kathleen McGowan, Robert Presland

GOALS
The overall aim of the Physical Education Department is student appreciation of physical activity as a means of building functional efficiency and as a leisure time pursuit.

GENERAL EDUCATION REQUIREMENT
The Physical Education General Education requirement is for completion of one credit of a PED activity course. The General Education requirement can be fulfilled by any PED courses except PED 1250, 2010, 2020, 2100, 2120, 2140, 2160, 2170, 2550 and 2960. PED 1250 can only fulfill the General Education requirement for Childhood Education majors.

Physical Education courses receive letter grades that are calculated in the cumulative grade point average (GPA). This policy has been in effect since Fall 1989. All courses are co-educational except PED 1440.

GENERAL EDUCATION EXEMPTION POLICIES
Athletic NCAA Team Member Exemption:

An athletic NCAA team member may formally request an exemption for the General Education Physical Education with these conditions:

• After completion of one academic year playing as an active NCAA team member for one full sport season. Depending on the sport, a season may run in the Fall, the Spring or both the Fall and Spring semesters. (Students must play the full season for sports that extend through both the Fall and Spring semesters.)
• Exemptions or substitutions are never allowed for Childhood Education majors who are required to take PED 1250 to also meet NY state teacher certification requirements.

• Students must have the coach fill out the Exemption General Education Waiver Form.

• Decision to approve the request will be based on a review by the Physical Education Chairperson and the Athletic Director and with optional consultation with the coaches involved.

• No college credit will be awarded for exemption/waivers of the General Education Physical Education requirement.

• Exemption forms are available from the Chairperson of the Physical Education Department.

**Life Experience and Challenge Examinations:**

Students may apply for credit by examination by taking Challenge Exams or applying for Life Experience credits to meet the Physical Education General Education requirement (see "academic Policies and Procedures"). The fees for applying for and receiving credits for Challenge Exams and Life Experience are listed in the "Expenses" section of the catalog.

Generally, one (1) credit for the Physical Education General Education requirement can be awarded for approved applications.

**Substitution Policy for Medical Excuses from PED Activity Courses:**

Students who cannot complete a physical education activity course due to medical reasons may request approval to take PED 1900 Personal Health as a substitution. PED 1900 does not involve physical activity. The Physical Education Chairperson will review requests for consideration with any supporting medical documentation on a case-by-case basis. The General Education for Physical Education requirement is not waived for medical reasons. Pre-approved students must successfully complete PED 1900. A substitution can then be made to meet the activity requirement.

**COACHING CERTIFICATE FOR CLASSROOM TEACHERS**

New York State Department of Education will issue a coaching certificate to a classroom teacher on completion of the following requirements: PED 2100, PED 2120, PED 2140, PED 2160. Workshops offered by the Division of Continuing Education and Professional Development are also required: Training for the Identification of Child Abuse and Neglect; Principles of Chemical Dependency and School Violence Prevention and Intervention. First Aid and CPR courses, which are also required, will need to be taken outside of Molloy. Courses for this certificate must be selected in consultation with the Chairperson of the Physical Education Department.
program fosters the development of generalist practitioners who challenge social injustice and serve as change agents on behalf of all client systems. Students are prepared for value-centered, professional social work practice within and increasingly diverse, multi-cultural society. The faculty promotes the application of knowledge and skills through an interactive educational community experience, fostering critical thinking, practice evaluation and commitment to on-going personal and professional growth.

The Social Work Program has been granted continuous accreditation from the Council on Social Work Education at the Baccalaureate Level since 1979. Upon completion of this professional degree program, the Bachelor of Social Work in Social Work affords qualified graduates the opportunity for admission in a 1-year advanced standing Master of Social Work degree program or employment in the field of human services.

FIVE-YEAR SEAMLESS MOLLOY BSW/FORDHAM MSW OPTION

Fordham University Graduate School of Social Service Collaborative Program at Molloy College

Criteria for those Molloy BSW students wishing to pursue the Fordham Advanced Standing MSW degree:

- Indicate interest in the Five-Year Seamless Option during their acceptance into the Molloy BSW program (Three-Year Seamless for transfer students.)
- Minimum cumulative 3.0 GPA in Molloy Social Work courses
- Submit unofficial Molloy transcript when fall grades post
- One letter of recommendation from Social Work faculty (not adjunct)
- Mid-year field evaluation
- Resume
- Meet with Fordham/Molloy Program Director by end of Fall Semester

NOTE: Submit the Fordham GSS online application by February 1st of senior year

The following must be submitted upon graduation:

- Final Field Work Evaluation
- Final Official Transcript (with BSW degree conferral)

If these requirements are met, the Fordham University application fee and personal statement will be waived.

Molloy BSW students must maintain the GPA of 3.0 and are responsible for submitting their final official transcript and final field evaluation upon graduation from Molloy College to Fordham University GSS Admissions Office. Acceptance is contingent upon successful completion of the BSW degree with a minimum of a 3.0 GPA in social work courses.

Notification of acceptance to the Fordham Advanced Standing program will be made to students through Fordham’s online application system. Enrollment deposit must be submitted to Fordham’s Admissions Office within two weeks of notification of acceptance.

Programs for Aging Studies/ Gerontology

INTRODUCTION

Gerontology is the scientific study of the physical, psychological, social psychological and social aspects of the aging process, and the application of empirical principles to enhance the lives of older adults.

The mission of the Aging Studies/Gerontology Program at Molloy College is to provide an interdisciplinary education that teaches students the knowledge, values and skills needed to work with older adults in a variety of settings.

GOALS

- Students will acquire specialized knowledge, values and skills to address issues of aging that will prepare students for employment in aging or aging related professions and for graduate school.
- Students will address ageism through study courses that utilize a Biopsychosocial and spiritual perspective firmly grounded in the academic tradition of scholarly inquiry.

INTERDISCIPLINARY STUDIES

Interdisciplinary Majors concentrating in Gerontology must take GRN 2010, GRN/PSY 2370, GRN/SOC 2530. Six credits from BIO/GRN 3120, GRN 2280, GRN 2340, GRN 2410, GRN 2420, GRN 2430, GRN/SOC 2620 or PSY 3550, GRN 3270, GRN 3520. Three credits from COM 2250, ETH 2880, PSY 3590, SWK 2500, SWK 3470. In addition, students must take a three-credit elective picked in consultation with an advisor. There is also a one-semester 3-credit field placement of 100 hours of supervised work with older adults available to students.

MINORS

The Gerontology Program offers a minor in Aging Studies/Gerontology. Minor requirements are described in the section of the catalog on Minors.

Programs for Social Work

ADMISSION AND PROGRAM REQUIREMENTS FOR SOCIAL WORK MAJORS

Admission Requirements

Students interested in preparing for a career in Social Work should consult with a Social Work faculty advisor. Students who declare Social Work as a major program of study may begin to take introductory courses in Social Work (SWK 2000, SWK 2500, or any 2000-level SWK course). Students must complete an application and be accepted into the program prior to taking any additional courses in Social Work. In order to gain admission to the program, students must meet the following criteria:

- A student must have an overall 2.7 cumulative index prior to admittance into the Social Work Program.
- Students who do not meet this requirement may be evaluated for a probationary acceptance or referred to
Interdisciplinary Studies as an alternate pathway to a career in Human Services.

- Submission of an application and program essay should be submitted to Dr. Lisa Newland, Chairperson, Social Work Department, and must be completed prior to admission into the Social Work Program.
- Additional requirements may include an interview with the Program Director.

While life experience (experiential learning) credit may be granted for General Education courses in accordance with college policy, it is not available for required or elective Social Work courses.

**Additional Program Requirements**

- Completion of General Education, Major and Related requirements
- Social Work majors must maintain an overall index of 2.7
- A student must have an overall 2.7 cumulative index in order to begin field education

**Basic Abilities Required of all Social Work Students**

- Demonstration of the ability to communicate verbally and in writing at a level to insure continued satisfactory academic and professional achievement
- Observable personal characteristics and behaviors consistent with Social Work practice as evidenced by the Evaluation of Professional Dispositions & Basic Abilities Policy (see Social Work Student Handbook)
- Observable qualities in interpersonal relationships appropriate to Social Work practice as evidenced by the Evaluation of Professional Dispositions & Basic Abilities Policy (see Social Work Student Handbook)

**Grading Policy**

- Students may not earn more than two grades of ‘C+’ in Social Work courses (all other SWK grades must be a ‘B’ or higher)
- Students may repeat a Social Work course (SWK) with a grade of “C” or less, one time only per course; a maximum of 2 social work (SWK) courses can be repeated (only once per course) while in the social work program
- Students who earn a third grade of ‘C+’ or lower in SWK courses, will be dismissed from the program
- Students may withdraw from the same social work course no more than one time and no more than two withdrawals from SWK courses, are permitted in the program

**Transfer Student Admission Policy**

All students transferring to the College with an interest in Social Work must contact the College Admissions office first and be accepted by the College. The credits earned at other accredited institutions are accepted toward the baccalaureate degree in accordance with the admissions policy of Molloy College. The special needs of transfer students are met through regular sequencing of courses and individualized evaluation of previous educational experience.

Since Social Work is an upper division program, students are expected to acquire a liberal arts foundation before entering the program.

A personal interview with the Social Work Baccalaureate Program Director may be required before admission into the program.

Transferring students must submit their applications prior to their acceptance into the program.

For students who already have a baccalaureate degree in another field and wish to attain an additional degree in social work, the following courses must be completed: Major Requirements as listed herein as well as PSY 3260.

**LIFE EXPERIENCE**

While life experience credit may be granted for General Education Courses in accordance with college policy, it is not available for required social work courses.

**INTERDISCIPLINARY STUDIES**

When a social work major is not able to complete the full requirements for the Bachelor’s Degree in Social Work (BSW), the student may consider the interdisciplinary major as an alternate pathway to a career in the field of human services. Non-social work majors interested in selective social work as a concentration for interdisciplinary studies should consult with the department.

In consultation with the department chairperson, those who chose a Social Work Concentration must take a minimum of 21 credits in social work. The following courses are recommended: SWK 2400, SWK 2410, SWK 2500, SWK 3430, SWK 3440 or SWK 3600. Courses from the list of Social Work Electives, with the chairperson’s approval, may substitute for two recommended courses.

Interdisciplinary majors may not participate in the field practicum or Capstone courses (SWK 4600, SWK 4610, SWK 4900, SWK 4910).

Interdisciplinary majors in social work are not eligible for advanced standing status for graduate social work education.

**SOCIAL WORK—B.S.W.**

New York State Registered Program Code: 76082
HEGIS Code: 2104.00 (Social Work and Helping Services)
Molloy Program of Study Code: SWKBW

**Program Learning Outcomes**

Students will be able to:

- Demonstrate the development of a professional self, capable of thinking critically, solving problems and using ethical standards and self-awareness to guide their practice
- Demonstrate the increased capacity to be more politically knowledgeable, culturally competent and macro-minded professionals, able to incorporate a social action-orientation as part of their full range of capabilities as generalist practitioners
- Demonstrate a competent practice orientation, displaying professional written and oral communication skills, an ability to collaborate in practice and an ability to work effectively both independently and as part of a team
- Demonstrate competence as a generalist practitioner, promoting social and human well-being by utilizing a range of assessment, engagement, intervention and evaluation methods in practice with all client systems

**Credits**
**General Education Requirements:** Acceptable courses listed under General Education Requirements — (29 credits needed) See NOTE

- **Arts and Fine Arts (2 out of 3 disciplines) (6 credits):** ART History/MUS History/COM Speech
  - 6
- **English, Languages and Literature (6 credits):** ENG 1100; one Languages/Literature (in addition to the 3 credits of Languages ASL/SPA required in the Related Requirements)
  - 6
- **Social and Behavioral Sciences (1 out of 2 disciplines) (3 credits):** HIS/POL
  - 3
- **Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):** PHI; TRS; and ETH
  - 9
- **Physical Education (1 credit):** PED
  - 1
- **Core Course (4 credits):** COR
  - 4

**Major Requirements** (50-51 credits):

- SWK 2000 Introduction to Professional Social Work Practice
  - 3
- SWK 2410 Issues in Social Welfare I: History and Ideology
  - 3
- SWK 2500 Diversity: Oppression, Privilege and Social Justice
  - 3
  - 3
- SWK 3430 Human Behavior in the Social Environment I
  - 3
- SWK 3440 Human Behavior in the Social Environment II
  - 3
- SWK 3510 Generalist Social Work Practice I
  - 3
- SWK 3600 Social Work Practice in Research
  - 3
- SWK 4520 Generalist Social Work Practice II
  - 3
- SWK 4530 Generalist Social Work Practice III
  - 3
- SWK 4600 Field Instruction in Social Work I
  - 6
- SWK 4610 Field Instruction in Social Work II
  - 6
- SWK 4900 Capstone Course I
  - 3
- SWK 4910 Capstone Course II
  - 2

Complete 3 or 4 additional credits* from the following:

- SWK 3410 Becoming a Reflective Practitioner:
  - Self Care, Spirituality and Art
- SWK 3480 Working with Victims of Rape, Incest and Sexual Assault
- SWK 3500 Professional Encounter: When the Person Meets the Profession
- SWK 3520 HIV and AIDS
- SWK 3530 Substance Abuse
- SWK 3550 Social Issues in Film
- SWK 3560 Children with Special Needs
- SWK 3570 Human Services in Health Care
- Any GRN 2000/3000-level elective course

**Related Requirements** (18 credits):

- BIO 1100 Basic Human Biology
  - 3
- MAT 1150A Elementary Statistics
  - 3
- PSY 1110 General Psychology
  - 3
- PSY 3260 Abnormal Psychology
  - 3
- SOC 1010 Introductory Sociology (SOC 2900 allowed)
  - 3

Complete one course in either Spanish or ASL Language (3 credits)

**Electives:** Liberal Arts and Sciences (LAS) for a B.S.W. degree are met. FST 1000 counts as towards Electives Requirement.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

**Total:** 128

**NOTE:** The General Education requirement is 44, and has been adjusted to 29, because the following Related requirements will also satisfy the General Education requirement: BIO 1100, MAT 1150, PSY 1110, SOC 1010, and one ASL/SPA language course.

**SOCIAL WORK MAJOR REQUIREMENTS FOR JUNIOR AND TRANSFER STUDENTS**

**First year sequence:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 2000 Introduction to the Profession of Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 2410 Issues in Social Welfare I: History and Ideology</td>
<td>3</td>
</tr>
<tr>
<td>SWK 2500 Diversity: Oppression, Privilege and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 3430 Human Behavior in the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 3440 Human Behavior in the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 3510 Generalist Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 3600 Social Work Practice in Research</td>
<td>3</td>
</tr>
<tr>
<td>SWK 4520 Generalist Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 4530 Generalist Social Work Practice III</td>
<td>3</td>
</tr>
<tr>
<td>SWK 4600 Field Instruction in Social Work I</td>
<td>6</td>
</tr>
<tr>
<td>SWK 4610 Field Instruction in Social Work II</td>
<td>6</td>
</tr>
<tr>
<td>SWK 4900 Capstone Course I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 4910 Capstone Course II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Second year sequence:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 4520 Generalist Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 4530 Generalist Social Work Practice III</td>
<td>3</td>
</tr>
<tr>
<td>SWK 4600 Field Instruction in Social Work I</td>
<td>6</td>
</tr>
<tr>
<td>SWK 4610 Field Instruction in Social Work II</td>
<td>6</td>
</tr>
<tr>
<td>SWK 4800 Information Technology in Social Work</td>
<td>1</td>
</tr>
<tr>
<td>SWK 4900 Capstone Course I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 4910 Capstone Course II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives:**

At least 3 additional Social Work or Gerontology Electives
MINOR REQUIREMENTS
Students may elect to complete a minor at Molloy College. A student may declare up to three (3) minors.

All students, particularly transfer students, electing to complete a minor, must complete at least one-half of the requirements for the “Residency Requirements” in the minor at Molloy College. Challenge Exam credits, Credit by Examination, Lifelong Learning (Experiential Learning) credits and transferred credits from other colleges do not count towards the “Residency Requirement”.

A grade of “C” is the lowest acceptable grade for courses used to fulfill the minor requirements.

A minimum of 18 credits is required for a minor, some require more credits. For specific courses that will fulfill the minor, consult the section on “Minors” in the catalog. Courses that count toward meeting the student’s major program of study or subject requirements or concentrations may count toward partially satisfying the minor. Each minor may use up to 3 courses (or 9 credits, whichever is higher) from the major requirements to satisfy the minor requirements. The same course may be used in all 3 minors.

Under advisement, students may integrate certain electives and General Education courses from various disciplines to form a cross-disciplinary minor. Examples of this are Irish Studies and Women’s Studies.

Minors are not available for students doing the Associate’s degree programs.

As noted under “Double Majors and Minors Awarded” policy in the catalog: If a student who is working on a minor is eligible for graduation in the major and fails to complete the minor, the student may not return after graduation to take the remaining courses for the unfinished minor. Any additional courses will appear on the transcript, but there will be no award of the minor and no notation of the completion of the minor, since it was not completed at the time of graduation.

### ACCOUNTING MINOR

**Sponsoring department:** School of Business

Molloy Program of Study Code: ACCMI

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1010 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC 2600 Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 2610 Accounting II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Complete three of the following (9 credits):</strong></td>
<td>9</td>
</tr>
<tr>
<td>ACC 3620 Intermediate Accounting I</td>
<td>*</td>
</tr>
<tr>
<td>ACC 3630 Intermediate Accounting II</td>
<td>*</td>
</tr>
<tr>
<td>ACC 3640 Cost and Managerial Accounting</td>
<td>*</td>
</tr>
<tr>
<td>ACC 3650 Forensic Accounting</td>
<td>*</td>
</tr>
</tbody>
</table>

**Total:** 18

### AGING STUDIES/GERONTOLOGY MINOR

**Sponsoring department:** Social Work and Gerontology Studies

Molloy Program of Study Code: AGSMI

This 18 credit minor is multidisciplinary. The minor is available to any undergraduate enrolled in a degree program, and can be seen as an enrichment to undergraduate majors such as Business, Social Work, Nursing, Sociology, Psychology and many other fields that will be impacted by the growing numbers of older adults. The one semester field placement of one hundred (100) hours with integrative class seminars could include diverse experiences in settings such as day care centers, senior centers or skilled nursing facilities.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRN 2010 Introduction to Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>GRN/PSY 2370 Psychology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>GRN/SOC 2530 Aging in Society</td>
<td>3</td>
</tr>
<tr>
<td><em><em>Complete 6 credits</em> from the following:</em>*</td>
<td>6</td>
</tr>
<tr>
<td>BIO/GRN 3120 Biology of Aging</td>
<td>*</td>
</tr>
<tr>
<td>GRN 2020 Aging and Nutrition</td>
<td>*</td>
</tr>
<tr>
<td>GRN 2340 Perspectives on Aging Through Film</td>
<td>*</td>
</tr>
<tr>
<td>GRN 2400 Alzheimers Basics</td>
<td>*</td>
</tr>
<tr>
<td>GRN 2410 Substance Abuse of the Elderly</td>
<td>*</td>
</tr>
<tr>
<td>GRN 2420 Network of Care</td>
<td>*</td>
</tr>
<tr>
<td>GRN 2430 Elder Abuse</td>
<td>*</td>
</tr>
<tr>
<td>GRN 2450 Palliative Care</td>
<td>*</td>
</tr>
<tr>
<td>GRN/SOC 2620 Sociology of Death and Dying</td>
<td>*</td>
</tr>
<tr>
<td>GRN 3270 Geriatric Assessment and Evaluation</td>
<td>*</td>
</tr>
<tr>
<td>GRN 3520 Practicum/Field Placement I</td>
<td>*</td>
</tr>
<tr>
<td><strong>Complete 3 credits</strong> from the following:**</td>
<td>3</td>
</tr>
<tr>
<td>COM 2250 Family Communication</td>
<td>**</td>
</tr>
<tr>
<td>ETH 2880 Ethics and Health Care</td>
<td>**</td>
</tr>
<tr>
<td>PSY 3590 Positive Psychology</td>
<td>**</td>
</tr>
<tr>
<td>SWK 2500 Diversity: Oppression, Privilege and Social Justice</td>
<td>**</td>
</tr>
<tr>
<td>SWK 3470 Spirituality and Professional Practice in the Helping Professions</td>
<td>**</td>
</tr>
</tbody>
</table>

**Total:** 18
**AMERICAN STUDIES MINOR**

**Sponsoring department:**
English
Molloy Program of Study Code: AMSMI

<table>
<thead>
<tr>
<th>Required courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1170 Essentials in American Studies: Interrogating the America(n)</td>
<td>3</td>
</tr>
<tr>
<td>Complete one COR course with American Studies Minor advisor’s approval (4 credits):</td>
<td>4</td>
</tr>
<tr>
<td>Complete four* of the following courses (12 credits):</td>
<td>12</td>
</tr>
<tr>
<td>ART 2300 American Art</td>
<td>*</td>
</tr>
<tr>
<td>ART 2320 Women and Art</td>
<td>*</td>
</tr>
<tr>
<td>ART 2400 Art Historical Themes in Cinema</td>
<td>*</td>
</tr>
<tr>
<td>BUS 3040 Organizational Behavior</td>
<td>*</td>
</tr>
<tr>
<td>BUS 3070 Sustainable Business</td>
<td>*</td>
</tr>
<tr>
<td>COM 2110 Gender and Communication</td>
<td>*</td>
</tr>
<tr>
<td>COM 2130 Intercultural Communication</td>
<td>*</td>
</tr>
<tr>
<td>COM/SOC 2220 Media, Culture and Society</td>
<td>*</td>
</tr>
<tr>
<td>COM 2250 Family Communication</td>
<td>*</td>
</tr>
<tr>
<td>COM 2460 Civic Engagement with New Media</td>
<td>*</td>
</tr>
<tr>
<td>COM 3130 Interpersonal Communications</td>
<td>*</td>
</tr>
<tr>
<td>CRJ 1010 Foundations of Justice</td>
<td>*</td>
</tr>
<tr>
<td>CRJ 2210 Victimology</td>
<td>*</td>
</tr>
<tr>
<td>CRJ 2230 Domestic Violence</td>
<td>*</td>
</tr>
<tr>
<td>CRJ 2270 Violence and Aggression</td>
<td>*</td>
</tr>
<tr>
<td>CRJ 2300 Juvenile Justice</td>
<td>*</td>
</tr>
<tr>
<td>CRJ 2410 Police and Community Relations</td>
<td>*</td>
</tr>
<tr>
<td>CRJ/SOC 2830 Law and Society</td>
<td>*</td>
</tr>
<tr>
<td>EDU 3520 Teaching Diverse Learners</td>
<td>*</td>
</tr>
<tr>
<td>ENG 2430 Major American Writers I</td>
<td>*</td>
</tr>
<tr>
<td>ENG 2440 Major American Writers II</td>
<td>*</td>
</tr>
<tr>
<td>ENG 3150 Faulkner</td>
<td>*</td>
</tr>
<tr>
<td>ENG 3340 Nineteenth-Century American Novel</td>
<td>*</td>
</tr>
<tr>
<td>ENG 3350 Twentieth-Century American Novel</td>
<td>*</td>
</tr>
<tr>
<td>ENG 3630 African-American Literature from 18th Century to 1940</td>
<td>*</td>
</tr>
<tr>
<td>ENG 3640 African-American Literature from 1940 to the Present</td>
<td>*</td>
</tr>
<tr>
<td>ENG 3650 Literature and the Culture of Life</td>
<td>*</td>
</tr>
<tr>
<td>ESC 2350 Geology of New York</td>
<td>*</td>
</tr>
<tr>
<td>ETH 2520 Sexual Ethics</td>
<td>*</td>
</tr>
<tr>
<td>ETH 2540 Ethics, Justice and Society</td>
<td>*</td>
</tr>
<tr>
<td>ETH 2550 Environmental Ethics</td>
<td>*</td>
</tr>
<tr>
<td>ETH 2570 Business Ethics</td>
<td>*</td>
</tr>
<tr>
<td>ETH 2580 Media Ethics</td>
<td>*</td>
</tr>
<tr>
<td>ETH 2790 Religion and Global Moral Issues</td>
<td>*</td>
</tr>
<tr>
<td>ETH 2880 Ethics and Health Care</td>
<td>*</td>
</tr>
<tr>
<td>HIS 1110 American Civilization I</td>
<td>*</td>
</tr>
<tr>
<td>HIS 1120 American Civilization II</td>
<td>*</td>
</tr>
<tr>
<td>HIS 2160 History of the United States Foreign Policy</td>
<td>*</td>
</tr>
<tr>
<td>HIS 2210 United States Since World War II</td>
<td>*</td>
</tr>
<tr>
<td>HIS 2230 History of Latin America</td>
<td>*</td>
</tr>
<tr>
<td>HIS 2240 History of the Caribbean</td>
<td>*</td>
</tr>
<tr>
<td>HIS 2450 American History Through Film</td>
<td>*</td>
</tr>
<tr>
<td>HIS 2530 History of New York State</td>
<td>*</td>
</tr>
<tr>
<td>HIS 3100 Women in American History</td>
<td>*</td>
</tr>
<tr>
<td>HIS 3200 Race and Ethnicity in American History</td>
<td>*</td>
</tr>
<tr>
<td>MKT 2350 Consumer Behavior</td>
<td>*</td>
</tr>
<tr>
<td>MUS 2050 American Music</td>
<td>*</td>
</tr>
<tr>
<td>MUS 2090 History of Jazz</td>
<td>*</td>
</tr>
<tr>
<td>PHI 1020 Critical Thinking</td>
<td>*</td>
</tr>
<tr>
<td>PHI/COM 2370 Rhetoric</td>
<td>*</td>
</tr>
<tr>
<td>PHI 2600 Philosophy of Education</td>
<td>*</td>
</tr>
<tr>
<td>PHI 2800 Gender and Philosophy</td>
<td>*</td>
</tr>
<tr>
<td>PHI/POL 3100 Political Philosophy</td>
<td>*</td>
</tr>
<tr>
<td>POL 1010 American National Government</td>
<td>*</td>
</tr>
<tr>
<td>POL 1030 American State and Local Government</td>
<td>*</td>
</tr>
<tr>
<td>POL 2010 Presidency and Congress</td>
<td>*</td>
</tr>
<tr>
<td>POL 2090 Women in Politics</td>
<td>*</td>
</tr>
<tr>
<td>POL 2100 American Party Politics</td>
<td>*</td>
</tr>
<tr>
<td>POL 3020 American Constitutional Law</td>
<td>*</td>
</tr>
<tr>
<td>POL 3210 Terrorism</td>
<td>*</td>
</tr>
<tr>
<td>PSY 3240 Social Psychology Seminar</td>
<td>*</td>
</tr>
<tr>
<td>SOC 1520 Sociology of the Family</td>
<td>*</td>
</tr>
<tr>
<td>SOC 1660 Social Psychology</td>
<td>*</td>
</tr>
<tr>
<td>SOC 2030 People, Places, Things</td>
<td>*</td>
</tr>
<tr>
<td>SOC 2110 Social Problems</td>
<td>*</td>
</tr>
<tr>
<td>SOC/COM 2220 Media, Culture and Society</td>
<td>*</td>
</tr>
<tr>
<td>SOC 2320 Sociology of Inequality</td>
<td>*</td>
</tr>
<tr>
<td>SOC 2360 Social Change</td>
<td>*</td>
</tr>
<tr>
<td>SOC 2410 Business, Labor and Society</td>
<td>*</td>
</tr>
<tr>
<td>SOC 2450 Cities and Suburbs</td>
<td>*</td>
</tr>
<tr>
<td>SOC 2510 Global Community</td>
<td>*</td>
</tr>
<tr>
<td>SOC 2580 Native Americans</td>
<td>*</td>
</tr>
<tr>
<td>SOC 2720 Sociology of Education</td>
<td>*</td>
</tr>
<tr>
<td>SOC 3310 Race and Ethnic Relations</td>
<td>*</td>
</tr>
<tr>
<td>SOC 3500 Social Roles of Women and Men</td>
<td>*</td>
</tr>
<tr>
<td>SOC 3700 African, Asian and Latino Experiences in American Society</td>
<td>*</td>
</tr>
<tr>
<td>SPA 2500 Latino Culture in the United States</td>
<td>*</td>
</tr>
<tr>
<td>SPA 3120 Hispanic World through Literature, Art and Popular Culture</td>
<td>*</td>
</tr>
<tr>
<td>SPA 3140 Cultures of Latin America</td>
<td>*</td>
</tr>
<tr>
<td>SPA 4250 Hispanic Women Writers</td>
<td>*</td>
</tr>
<tr>
<td>TRS 2210 The New Testament</td>
<td>*</td>
</tr>
<tr>
<td>TRS 2270 The God Question</td>
<td>*</td>
</tr>
</tbody>
</table>
ANTHROPOLOGY MINOR
Sponsoring department:
Sociology and Anthropology
Molloy Program of Study Code: ANTMI

Required Courses: Credits
SOC 1610 Introduction to Cultural Anthropology 3
SOC 2560 Introduction to Archaeology 3
SOC 3540 Human Origins 3
Select 3 courses*: 9
SOC 2510 Global Community *
SOC 2540 Ancient Worlds *
SOC 2580 Native Americans *
SOC 2660 Birth of the Gods: Ideas, Images and Icons *

One of the 3 courses** may be:
SOC 4711, 4712 or 4713 Readings in Sociology and Anthropology **

Total: 18

BIO 3520 Evolution is a recommended course for the Anthropology Minor.

APPLIED ETHICS MINOR
Sponsoring department:
Philosophy
Molloy Program of Study Code: AETMI

Few topics today are as relevant as ethics is to nearly every field, every career and every major. The Applied Ethics Minor adds an edge to the resume of students interested in law, business, medicine, education, social policy and the environment. With a foundation in the political and philosophical theories that define ethics, the "application" considers cases and real-world dilemmas that people face in an evolving society.

Required Courses: Credits
PHI 1020 Critical Thinking 3
Complete either ETH 2500* or ETH 2900* (3 credits): 3

Total: 22

Some Philosophy courses can be substituted for the Applied Ethics Minor requirements. See Departmental Chairperson for further information.

ART HISTORY MINOR
Sponsoring department:
Art
Molloy Program of Study Code: AHSMI

Required Courses: Credits
Complete ART 1350, 1360 or ART 2900*(3 credits): 3

Total: 3

ART 1350 History of Western Art I: Prehistoric to Renaissance
ART THERAPY MINOR

Sponsoring department:
Art
Molloy Program of Study Code: ATHMI

The knowledge offered by the Art Therapy minor aligns with the needs of students who are pursuing a variety of majors such as Fine Arts, Visual Arts Education, Early Childhood and Special Education, Psychology, Sociology, Speech Pathology, Music Therapy, Social Work and Nursing. The courses offered will provide the opportunity to consolidate the theoretical skills of a student’s particular major with the tactile-visual skills inherent to artistic expression in two and three-dimensional art works created in traditional and non-traditional media. It is highly recommended that students take additional courses outside the minor in Psychology and Sociology. (See those departments for advisement.)

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1010 Two Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 1020 Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 2500 Introduction to Art Therapy</td>
<td>3</td>
</tr>
<tr>
<td>Complete one* of the following (3 credits) ART 2480</td>
<td>3</td>
</tr>
<tr>
<td>highly recommended:</td>
<td></td>
</tr>
<tr>
<td>ART 1360 History of West Art: Renaissance to Modernism</td>
<td>*</td>
</tr>
<tr>
<td>ART 2220 Medical Humanities Through the Ages: Art</td>
<td></td>
</tr>
<tr>
<td>History and the Human Condition</td>
<td></td>
</tr>
<tr>
<td>ART 2280 Modern Art</td>
<td>*</td>
</tr>
<tr>
<td>ART 2330 Contemporary Art</td>
<td>*</td>
</tr>
<tr>
<td>ART 2340 Expressionism, Surrealism and Realism in Art</td>
<td></td>
</tr>
<tr>
<td>and in the Cinema</td>
<td></td>
</tr>
<tr>
<td>ART 2480 History of Art and Healing</td>
<td>*</td>
</tr>
</tbody>
</table>
Complete either** ART 1200 or ART 2080 (3 credits):

- ART 1200 Ceramics I **
- ART 2080 Sculpture **

Complete one*** of the following (3 credits):

- ART 1300 Fundamental of Painting ***
- ART 1330 Abstract Painting and Construction ***
- ART 2140 Color Theory-Advanced Design ***

Total: 18

** BIOETHICS MINOR **

**Sponsoring department:**
Philosophy
Molloy Program of Study Code: BETMI

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 1020 Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>Complete either PHI 1000* or 2900* (3 credits):</td>
<td>3</td>
</tr>
<tr>
<td>PHI 1000 Philosophy: The Pursuit of Wisdom</td>
<td>*</td>
</tr>
<tr>
<td>PHI 2900H (HONORS) Civilized Ideas</td>
<td>*</td>
</tr>
<tr>
<td>Complete either PHI 2590** or 4900** (3 credits):</td>
<td>3</td>
</tr>
<tr>
<td>PHI 2590 Modern Philosophy (Descartes to Kant)</td>
<td>**</td>
</tr>
<tr>
<td>PHI 4900 Research Seminar</td>
<td>**</td>
</tr>
<tr>
<td>Complete one course in ETH (Preferably ETH 2500 or 2900) (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>Complete two additional courses in PHI or ETH credits (6 credits)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total: 18

** BIOLOGY MINOR **

**Sponsoring department:**
Biology, Chemistry and Environmental Studies
Molloy Program of Study Code: BIOMI

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select either* (8 credits):</td>
<td>8</td>
</tr>
<tr>
<td>BIO 1200/1210 Anatomy and Physiology I, II</td>
<td>*</td>
</tr>
<tr>
<td>BIO 1260/1270 General Biology I, II</td>
<td>*</td>
</tr>
</tbody>
</table>

Also Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 2450 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Complete nine BIO credits (six credits at 2000/3000-level)</td>
<td>9</td>
</tr>
</tbody>
</table>

Total: 21

BIO 1100, 1110, 1120, and 1140 do not satisfy the minor sequence.

N.B. The Biology Area in the Interdisciplinary Studies Program cannot be recognized as a “Biology Minor.”

** BUSINESS MANAGEMENT MINOR **

**Sponsoring department:**
School of Business
Molloy Program of Study Code: BUSMI

Non-Business majors must complete BUS 273 Financial Fundamental for Non-Business Majors (1 credit) as a pre-requisite.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1010 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2010 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3030 Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3040 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 2300 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Complete one of the following (3 credits):</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3150 Entrepreneurship</td>
<td>*</td>
</tr>
<tr>
<td>BUS 3340 International Business</td>
<td>*</td>
</tr>
<tr>
<td>MKT 2350 Consumer Behavior</td>
<td>*</td>
</tr>
<tr>
<td>MKT 3390 Marketing Analytics</td>
<td>*</td>
</tr>
</tbody>
</table>

Total: 18

** CHEMISTRY MINOR **

**Sponsoring department:**
Biology, Chemistry and Environmental Studies
Molloy Program of Study Code: CHEMI

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 1320 Inorganic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 1330 Inorganic Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHE 2000 Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 2010 Organic Chemistry II</td>
<td>5</td>
</tr>
</tbody>
</table>

Total: 18

NOTE: Biology majors will also be considered Chemistry minors and must earn a “C” or better to have the minor noted on the transcript when the degree is awarded. All other conditions for a Minor must be met.

** CHILD LIFE MINOR **

**Sponsoring department:**
Psychology
Molloy Program of Study Code: CHLMI

The minor in “Child Life” is designed specifically for healthcare, education or social service students, or for those who aim at having a career working with children. The growing presence of “Child Life” departments in hospitals has generated a demand for professionals with a “Child Life” background. The following six required minor courses and the additional four general education courses expose a student to ten courses in the educational background of a “Child Life” professional.

Non-psychology major students should take the following prerequisite as their Social Science General Education requirement: PSY2050. Psychology majors will take PSY 2050 as part of their major requirements.

The following courses are recommended as General Education
**Requirement courses:** Sociology General Education: SOC1520; Science General Education: BIO1100; and Ethics General Education: ETH2880.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2060 Childhood Development II: Middle Childhood Through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>PSY/SOC 2620 Death, Dying, and Bereavement</td>
<td>3</td>
</tr>
<tr>
<td>PSY/SOC 3000 Basics of Social and Behavioral Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3280 Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3800 Introduction to Child Life</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3810 Theories of Play and Creative Arts Therapies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**COMPUTER INFORMATION SYSTEMS MINOR**

**Sponsoring department:**
Mathematics and Computer Studies
Molloy Program of Study Code: CISMI

For students seeking employment in a wide variety of professional fields, this program offers an orientation toward the practical aspects of computer programming and the use of computers for solving problems in our complex industrial society.

**Required courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete either CIS 1020* or CIS 1050* (3 credits):</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1020 Computer Applications and CIS</td>
<td>*</td>
</tr>
<tr>
<td>CIS 1050 Computer Applications for Business</td>
<td>*</td>
</tr>
<tr>
<td>CIS 1030 Visual Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1120 Introduction to Web Design and Development</td>
<td>3</td>
</tr>
<tr>
<td>CIS 2240 Introduction to Database Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS/BUS 3600 Computer Information Systems in Business</td>
<td>3</td>
</tr>
<tr>
<td>Complete either* of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1150A/1150B Elementary Statistics</td>
<td>*</td>
</tr>
<tr>
<td>MAT 1160 College Algebra and Trigonometry</td>
<td>*</td>
</tr>
<tr>
<td>MAT 1180 Pre-Calculus</td>
<td>*</td>
</tr>
<tr>
<td>MAT 2210 Calculus I</td>
<td>*</td>
</tr>
<tr>
<td>Also complete 3 elective credits:</td>
<td></td>
</tr>
<tr>
<td>CSC or CIS</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**CRIMINAL JUSTICE MINOR**

**Sponsoring department:**
Criminal Justice and Legal Studies
Molloy Program of Study Code: CRJMI

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 1010 Foundations of Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 2030 Theories of Crime</td>
<td>3</td>
</tr>
<tr>
<td>Complete either* CRJ 2800, 2810, 2830:</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 2800 Criminal Law</td>
<td>*</td>
</tr>
<tr>
<td>CRJ 2810 Criminal Procedure</td>
<td>*</td>
</tr>
<tr>
<td>CRJ 2830 Law and Society</td>
<td>*</td>
</tr>
<tr>
<td>Also complete 3 elective CRJ courses</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Please note that this minor does not suffice for an area of concentration in the Interdisciplinary Studies major (described in the Interdisciplinary Studies section).

**DIGITAL ART MINOR**

**Sponsoring department:**
Art
Molloy Program of Study Code: DGAMI

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1010 Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>Complete five courses* in Digital Art from the following (15 credits):</td>
<td>15</td>
</tr>
<tr>
<td>ART 1570 Digital Photography I</td>
<td>*</td>
</tr>
<tr>
<td>ART 1800 Introduction to Digital Art</td>
<td>*</td>
</tr>
<tr>
<td>ART 1810 Paint Systems I</td>
<td>*</td>
</tr>
<tr>
<td>ART 1820 Adobe Illustrator I</td>
<td>*</td>
</tr>
<tr>
<td>ART 1830 Adobe Photoshop I</td>
<td>*</td>
</tr>
<tr>
<td>ART 1840 Adobe InDesign I</td>
<td>*</td>
</tr>
<tr>
<td>ART 2720 Adobe After Effects I</td>
<td>*</td>
</tr>
<tr>
<td>ART 2730 Three-Dimensional Computer Graphics, Animation and Virtual Reality I</td>
<td>*</td>
</tr>
</tbody>
</table>

This is designed to give students sufficient background and knowledge for further studies in graduate school or for positions involving computer programming.
### ART 2740 Interactive Multimedia Design *
### ART 2810 Paint Systems II *
### ART 2820 Adobe Illustrator II *
### ART 2830 Adobe Photoshop II *
### ART 2840 Adobe InDesign II *
**Total:** 18

### DIVERSITY AND INCLUSION STUDIES MINOR
(Formerly “Diversity and Tolerance Studies” Minor)

**Sponsoring department:** Sociology and Anthropology  
Molloy Program of Study Code: DTSMI

**Required Courses:**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 1010 Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1610 Introduction to Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>SOC 3000 Basics of Social and Behavioral Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3310 Race and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3700 African, Asian, and Latino Experiences in American Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3950 Introduction to Computing with SPSS</td>
<td>1</td>
</tr>
<tr>
<td>Complete either SOC 3800 or SOC 4900:</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3800 Service Learning Immersion I</td>
<td>*</td>
</tr>
<tr>
<td>SOC 4900 Sociology Seminar</td>
<td>*</td>
</tr>
</tbody>
</table>
**Total:** 19

Recommended courses—ENG 3630 or ENG 3640, HIS 3200, POL 1070, POL 2060 or POL 3030, and two courses in Spanish.

### EARTH SCIENCE MINOR

**Sponsoring department:** Biology, Chemistry and Environmental Studies  
Molloy Program of Study Code: ESCMI

**Required courses:**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 1150 Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>ESC 1250 Planet Earth</td>
<td>3</td>
</tr>
<tr>
<td>ESC 1270 Rocks and Minerals</td>
<td>3</td>
</tr>
<tr>
<td>ESC 1300 Earth's History</td>
<td>3</td>
</tr>
<tr>
<td>Complete 6 additional ESC credits at the 2000/3000-level</td>
<td></td>
</tr>
</tbody>
</table>
**Total:** 18

### ENGLISH MINOR

**Sponsoring department:** English  
Molloy Program of Study Code: ENGMI

**Required Courses:**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 2410 Great Writers of English Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2420 Great Writers of English Literature II</td>
<td>3</td>
</tr>
<tr>
<td>Complete either ENG 2430 or ENG 2440:</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2430 Major American Writers I</td>
<td>*</td>
</tr>
<tr>
<td>ENG 2440 Major American Writers II</td>
<td>*</td>
</tr>
<tr>
<td>Complete one Advanced Writing course</td>
<td>3</td>
</tr>
<tr>
<td>Complete 6 ENG credits beyond ENG 1200</td>
<td>6</td>
</tr>
</tbody>
</table>
**Total:** 18

### ECONOMICS MINOR

**Sponsoring department:** School of Business  
Molloy Program of Study Code: ECOMI

**Required Courses:**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1010 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2510 Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2520 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Complete either ECO 3010 or ECO 3020* (3 credits):</td>
<td></td>
</tr>
<tr>
<td>ECO 3010 Real World Macroeconomics</td>
<td>*</td>
</tr>
<tr>
<td>ECO 3020 Advanced Microeconomic Themes</td>
<td>*</td>
</tr>
<tr>
<td>Complete two of the following** (6 credits):</td>
<td>6</td>
</tr>
<tr>
<td>ACC 2600 Accounting I</td>
<td>**</td>
</tr>
<tr>
<td>ECO 3010 Real World Macroeconomics</td>
<td>**</td>
</tr>
<tr>
<td>ECO 3020 Advanced Microeconomic Themes</td>
<td>**</td>
</tr>
<tr>
<td>ECO 3150 Money, Banking and Financial Markets</td>
<td>**</td>
</tr>
<tr>
<td>ECO 3200 Global Economics and Finance</td>
<td>**</td>
</tr>
<tr>
<td>ECO 3310 Labor Economics</td>
<td>**</td>
</tr>
<tr>
<td>ECO 3560 Understanding Economic Evaluations in Healthcare</td>
<td>**</td>
</tr>
<tr>
<td>ECO 4010 Econometrics</td>
<td>**</td>
</tr>
</tbody>
</table>
**Total:** 18

### ENVIRONMENTAL STUDIES MINOR

**Sponsoring department:** Biology, Chemistry and Environmental Studies  
Molloy Program of Study Code: ENVMI

**Required courses:**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1500 Ecological Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENV 1010 Introduction to Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>ESC 1250 Planet Earth</td>
<td>3</td>
</tr>
<tr>
<td>GEO 2000 Introduction to Geography</td>
<td>3</td>
</tr>
<tr>
<td>ENV 2130 Air Pollution</td>
<td>3</td>
</tr>
<tr>
<td>ENV 2140 Water Pollution</td>
<td>3</td>
</tr>
</tbody>
</table>
**Total:** 18
FILM, TELEVISION AND DRAMA MINOR
(formerly “Media” minor)
Sponsoring department:
Communications
Molloy Program of Study Code: FTDMI

Required Courses: 

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2560 Field Production</td>
<td>3</td>
</tr>
<tr>
<td>COM 3550 History of Media</td>
<td>3</td>
</tr>
<tr>
<td>COM/ENG 3560 Film Art</td>
<td>3</td>
</tr>
<tr>
<td>Complete three additional 2000-level or higher COM courses in consultation with advisor (9 credits)</td>
<td>9</td>
</tr>
</tbody>
</table>

Total: 18

FINANCE MINOR
Sponsoring department:
School of Business
Molloy Program of Study Code: FINMI

Required Courses: 

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 1050 Computer Applications for Business</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1150B Elementary Statistics for Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC 2600 Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3430 Quantitative Analysis for Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3500 Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>Complete one* of the following courses (3 credits):</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2510 Macroeconomics</td>
<td>*</td>
</tr>
<tr>
<td>ECO 2520 Microeconomics</td>
<td>*</td>
</tr>
<tr>
<td>ECO 3010 Real World Macroeconomics</td>
<td>*</td>
</tr>
<tr>
<td>ECO 3020 Advanced Microeconomic Themes</td>
<td>*</td>
</tr>
<tr>
<td>ECO 3150 Money, Banking and Financial Markets</td>
<td>*</td>
</tr>
<tr>
<td>ECO 3200 Global Economics and Finance</td>
<td>*</td>
</tr>
<tr>
<td>ECO 3310 Labor Economics</td>
<td>*</td>
</tr>
<tr>
<td>FIN 3800 Investment Management</td>
<td>*</td>
</tr>
<tr>
<td>FIN 3810 Risk Management</td>
<td>*</td>
</tr>
<tr>
<td>FIN 3830 Behavioral Finance</td>
<td>*</td>
</tr>
<tr>
<td>FIN 3840 Real Estate and Project Finance</td>
<td>*</td>
</tr>
<tr>
<td>FIN 3870 Global Financial Markets</td>
<td>*</td>
</tr>
<tr>
<td>FIN 3880 Fixed Income Markets and Valuation</td>
<td>*</td>
</tr>
<tr>
<td>FIN 3890 Fundamental Analysis and Company Valuation</td>
<td>*</td>
</tr>
<tr>
<td>FIN 4030 Corporate Treasury Management</td>
<td>*</td>
</tr>
</tbody>
</table>

Total: 18

FORENSIC STUDIES MINOR
Sponsoring department:
Criminal Justice and Legal Studies
Molloy Program of Study Code: FORMI

Required courses: 

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 2130 Criminalistics: Introduction to Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 2140 Criminal Investigations</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 2150 Crime Scene Processing</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 3140 Advanced Investigative Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Complete 2 courses (6 credits):</td>
<td>6</td>
</tr>
<tr>
<td>BIO 2320 Biology of Forensics</td>
<td>*</td>
</tr>
<tr>
<td>BIO 3620 Forensic Analysis of DNA</td>
<td>*</td>
</tr>
<tr>
<td>CSC 2170 Computer Forensics</td>
<td>*</td>
</tr>
<tr>
<td>CRJ/PSY 3390 Forensic Psychology</td>
<td>*</td>
</tr>
</tbody>
</table>

Total: 18

GALLERY/MUSEUM STUDIES MINOR
Sponsoring department:
Art
Molloy Program of Study Code: GMSMI

Required courses: 

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite to other required minor courses:</td>
<td></td>
</tr>
<tr>
<td>ART 2530 Museum Studies I</td>
<td>3</td>
</tr>
<tr>
<td>Complete 9 credits of Art History Elective courses* from the following (9 credits):</td>
<td>9</td>
</tr>
<tr>
<td>ART 1350 History of Western Art I: Prehistoric to Renaissance</td>
<td>*</td>
</tr>
<tr>
<td>ART 1360 History of Western Art II: Renaissance to Modernism</td>
<td>*</td>
</tr>
<tr>
<td>ART 2200 Ancient and Classical Art</td>
<td>*</td>
</tr>
<tr>
<td>ART 2900H (HONORS) Art and Ideas Through History</td>
<td>*</td>
</tr>
<tr>
<td>ART 2220 Medical Humanities Through the Ages: Art History and the Human Condition</td>
<td>*</td>
</tr>
<tr>
<td>ART 2240 Renaissance Art</td>
<td>*</td>
</tr>
<tr>
<td>ART 2250 Baroque and Rococo Art</td>
<td>*</td>
</tr>
<tr>
<td>ART 2280 Modern Art</td>
<td>*</td>
</tr>
<tr>
<td>ART 2290 Asian Art</td>
<td>*</td>
</tr>
<tr>
<td>ART 2320 Women and Art</td>
<td>*</td>
</tr>
<tr>
<td>ART 2330 Contemporary Art</td>
<td>*</td>
</tr>
<tr>
<td>ART 2340 Expressionism, Surrealism and Realism in Art and the Cinema</td>
<td>*</td>
</tr>
<tr>
<td>ART 2360 History of Photography</td>
<td>*</td>
</tr>
<tr>
<td>ART 2400 Art Historical Themes in the Cinema</td>
<td>*</td>
</tr>
<tr>
<td>ART 2410 Art History of Non-European Cultures</td>
<td>*</td>
</tr>
<tr>
<td>ART 2480 History of Art and Healing</td>
<td>*</td>
</tr>
</tbody>
</table>

278
ART 2700 Field Study in Art: New York  

Complete either BUS 2010 or a MKT course in lieu of one Art History course (3 credits):  

BUS 2010 Principles of Management  

MKT Elective under consultation of advisor  

Complete two** of the following (6 credits):  

ART 3540 Museum Studies II  

ART 4620 Art Gallery Internship I  

ART 4630 Art Gallery Internship II  

Total: 18  

*Students may choose to take MKT 2300 Principles of Marketing or MKT 2590 Introduction to Advertising in lieu of one Art History Elective course.

GRAPHIC DESIGN MINOR

Sponsoring department:  
Art  
Molloy Program of Study Code: GRDMI  

The knowledge offered by the Graphic Design minor aligns with the needs of students who are pursuing a variety of majors such as Marketing, Finance, Business Management, Accounting, Economics, Computer Science, Psychology, Communications and New Media. The courses offered will provide the opportunity to consolidate the theoretical skills of the student’s major with the tactile-visual skills inherent to Graphic Design, such as effective logotype-branding creation, editorial and advertising layout, package design and 2- and 3-Dimensional animation within the constantly growing world of the digital arts.  

Required Courses:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1010 Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 1020 Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1800 Introduction to Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 1840 Adobe InDesign I</td>
<td>3</td>
</tr>
<tr>
<td>ART 2450 Introduction to Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 2460 Typography Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Depending upon the digital experience level of the individual student, ART 1800 and ART 1840 may be substituted with 6 credits from the following under consultation with the Chairperson:  

ART 1570 Digital Photography I  

ART 1810 Paint Systems I  

ART 1820 Adobe Illustrator I  

ART 1830 Adobe Photoshop I  

ART 2510 Photography II  

ART 2520 Documentary Photography  

ART 2650 Web Design I  

ART 2720 Adobe After Effects I  

ART 2730 Three-Dimensional Computer Graphics, Animation and Virtual Reality  

ART 2740 Interactive Multimedia Design  

ART 2810 Paint Systems II  

ART 2820 Adobe Illustrator II  

ART 2830 Adobe Photoshop II  

ART 2840 Adobe InDesign II  

ART 3020 Photojournalism  

ART 3500 Advanced Photography I  

ART 3510 Advanced Photography II  

ART 3650 Web Design II  

ART 3720 Adobe After Effects II  

ART 3730 Three Dimensional Computer Graphics, Animation and Virtual Reality II  

ART 3750 Three Dimensional Computer Graphics, Animation and Virtual Reality III  

ART 3760 Adobe After Effects III  

ART 4550 Strategies for a Successful Arts Career  

Total: 18

HISTORY MINOR

Sponsoring department:  
History and Political Science  
Molloy Program of Study Code: HISMI  

Required Courses:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1010 Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 1020 Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 1110 American Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 1120 American Civilization II</td>
<td>3</td>
</tr>
</tbody>
</table>

HIS Electives (Under consultation with advisor)  

Total: 18

IRISH STUDIES MINOR

Sponsoring department:  
Interdisciplinary Studies  
Molloy Program of Study Code: ISTMI  

Required Courses:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3120 Readings in Joyce</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3380 Irish Literature</td>
<td>3</td>
</tr>
<tr>
<td>HIS 2500 Irish History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 3160 Emergence of Modern Europe</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1610 Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Independent Study with Irish Studies content  

Total: 18

ITALIAN MINOR

Sponsoring department:  
Languages and Cultures  
Molloy Program of Study Code: ITAMI  

In today's globalized and interconnected world, being able to
be competent in a foreign language and culture is a crucial asset. Graduates with foreign language skills and international understanding are better prepared to participate and succeed in the global community. Upon completing the Minor in Italian, students will have attained fluency in the language and competence in the Italian culture, as they become more globally engaged and cross-culturally aware citizens.

<table>
<thead>
<tr>
<th>Required courses:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITA 3050 Reading and Writing Italian</td>
<td>3</td>
</tr>
<tr>
<td>ITA 3120 Italian Culture</td>
<td>3</td>
</tr>
<tr>
<td>Complete 12 credits* from the following courses (12 credits):</td>
<td>12</td>
</tr>
<tr>
<td>ITA 1010 Beginning Italian I</td>
<td></td>
</tr>
<tr>
<td>ITA 1020 Beginning Italian II</td>
<td></td>
</tr>
<tr>
<td>ITA 2010 Beginning Italian III</td>
<td></td>
</tr>
<tr>
<td>ITA 2150 Intermediate Italian Conversation</td>
<td></td>
</tr>
<tr>
<td>ITA 3100 Conversation Skills</td>
<td></td>
</tr>
<tr>
<td>ITA 3110 Writing Skills</td>
<td></td>
</tr>
<tr>
<td>ITA 3250 Contemporary Italy</td>
<td></td>
</tr>
<tr>
<td>ITA 3300 Study Abroad: Italian Grammar and Composition I</td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: One course** may be included from the following, which are offered by other departments (3 credits):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2240 Renaissance Art</td>
<td></td>
</tr>
<tr>
<td>ENG 3140 Dante</td>
<td></td>
</tr>
<tr>
<td>MUS 2640 Opera Workshop</td>
<td></td>
</tr>
</tbody>
</table>

Total: 18

Note: Only six credits earned outside the Molloy programs (high school dual enrolled college credits, CLEP, AP, etc) will be accepted for the minor. Italian Minors have to a least take six Italian credits at the RVC campus.
### JOURNALISM MINOR

**Sponsoring departments:**
English; Communications
Molloy Program of Study Code: JRNMI

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 2330/COM 2330 Introduction to Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2340/COM 2340 Journalism Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3010/COM 3010 Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4600 English Internship I (focused on Journalism)</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional 6 elective journalism credits: 6

**Total:** 18

### LEGAL STUDIES MINOR

**Sponsoring department:**
Criminal Justice and Legal Studies
Molloy Program of Study Code: LGLMI

The Legal Studies minor provides students with a foundation in law and its practical application. Individuals seeking to work in the legal professions or as a paralegal*, those pursuing law school and students whose careers will interact with the law can all benefit from this course of study. Successful completion of the minor automatically earns the student a Molloy Paralegal Studies Certificate. Students can be job ready when they graduate with the minor and certificate.

* Paralegals work directly under the supervision and direction of an attorney and may not give legal advice or otherwise engage in the practice of law.

**Required courses:**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL 1030 Introduction to Legal Studies</td>
<td>3</td>
</tr>
<tr>
<td>LGL 2010 Professional Responsibility in the Law</td>
<td>1</td>
</tr>
<tr>
<td>LGL 3010 Legal Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>LGL 3020 Litigation</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete 8 credits* from the following specialty elective courses: 8

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL 2020 Family Law</td>
<td>*</td>
</tr>
<tr>
<td>LGL 2030 Probate Law</td>
<td>*</td>
</tr>
<tr>
<td>LGL 2040 Real Property Law</td>
<td>*</td>
</tr>
<tr>
<td>LGL 2050 Tort Law</td>
<td>*</td>
</tr>
<tr>
<td>LGL 3030 Technology and the Law Office</td>
<td>*</td>
</tr>
<tr>
<td>LGL 3040 Substantive Law and Drafting Essentials</td>
<td>*</td>
</tr>
<tr>
<td>LGL 4600 Legal Studies Internship</td>
<td>*</td>
</tr>
</tbody>
</table>

Complete 3 credits** from the following elective courses or from the specialty elective courses listed above: 3

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 2800 Criminal Law (non-CRJ majors)</td>
<td>**</td>
</tr>
<tr>
<td>CRJ 2810 Criminal Procedure (non-CRJ majors)</td>
<td>**</td>
</tr>
<tr>
<td>CRJ 2830/SOC 2830 Law and Society</td>
<td>**</td>
</tr>
<tr>
<td>LGL 2060 Professional Office Management</td>
<td>**</td>
</tr>
</tbody>
</table>

**Total:** 18

### MARKETING MINOR

**Sponsoring department:**
School of Business
Molloy Program of Study Code: MRKMI

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1010 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT 2300 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 2350 Consumer Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete three of the following courses* (9 credits): 9

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 3320 Sports Marketing</td>
<td>*</td>
</tr>
<tr>
<td>MKT 3370 Marketing Strategy</td>
<td>*</td>
</tr>
<tr>
<td>MKT 3380 Fundamentals of Marketing Research</td>
<td></td>
</tr>
<tr>
<td>MKT 3390 Marketing Analytics</td>
<td>*</td>
</tr>
<tr>
<td>MKT 3400 International Marketing</td>
<td>*</td>
</tr>
<tr>
<td>MKT 3410 Branding Strategies</td>
<td>*</td>
</tr>
<tr>
<td>MKT 3420 Digital Media Marketing</td>
<td>*</td>
</tr>
<tr>
<td>MKT 3440 Advertising and Integrated Marketing Communications</td>
<td>*</td>
</tr>
</tbody>
</table>

**Total:** 18

### MATHEMATICS MINOR

**Sponsoring department:**
Mathematics and Computer Studies
Molloy Program of Study Code: MATMI

**Required courses:**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 2210 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 2220 Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose either* MAT 1150 or MAT 1153: 3

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1150 Elementary Statistics*</td>
<td>*</td>
</tr>
<tr>
<td>MAT 1153 Statistics for the Natural Sciences*</td>
<td>*</td>
</tr>
</tbody>
</table>

Complete either** MAT 2230 or MAT 2290: 3–4

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 2230 Calculus III</td>
<td>**</td>
</tr>
<tr>
<td>MAT 2290 Discrete Mathematical Structures</td>
<td>**</td>
</tr>
</tbody>
</table>

Complete either*** MAT 2320 or MAT 3300: 3

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 2320 Introduction to Linear Algebra</td>
<td>***</td>
</tr>
<tr>
<td>MAT 3300 Modern Algebra I</td>
<td>***</td>
</tr>
</tbody>
</table>

Complete a MAT or CSC elective: 3

**Total:** 20–21

---

LGL 2070 Alternative Dispute Resolution **
LGL 2080 Immigration Law **
LGL 2090 Pre-Employment Skills **
LGL 2100 Elder Law **
LGL 2110 Electronic Discovery Skills **
POL 3020 American Constitutional Law **
*CSC majors—MAT 1150 or 1153 is a related requirement.

Please note that this minor does not suffice for an area of concentration in the Interdisciplinary Studies major (described in the Interdisciplinary Studies section).

**MUSIC MINOR**

**Sponsoring department:**
Music
Molloy Program of Study Code: MUSMI

<table>
<thead>
<tr>
<th>Required courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1010 Theory Fundamentals</td>
<td>2</td>
</tr>
<tr>
<td>MUS 1020 Sight Singing/Ear Training I</td>
<td>2</td>
</tr>
<tr>
<td>Complete 1 credit of either*:</td>
<td>1</td>
</tr>
<tr>
<td>MUS 1100 Class Piano</td>
<td>*</td>
</tr>
<tr>
<td>MUS 1110 Advanced Class Piano</td>
<td>*</td>
</tr>
<tr>
<td>MUS 1260 Piano</td>
<td>*</td>
</tr>
</tbody>
</table>

Complete 1 credit of either**:
- MUS 1140 Computer Writing - Music **
- MUS 1610 Introduction to Digital Audio **

Complete 12 credits of additional Music Electives in consultation with the minor advisor and subject to Chairperson approval 12

**Total:** 18

**NEW MEDIA MINOR**

**Sponsoring department:**
Digital Humanities and New Media
Molloy Program of Study Code: NMDMI

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMD 2280 Writing for the Web</td>
<td>3</td>
</tr>
<tr>
<td>NMD 2260 Introduction to New Media</td>
<td>3</td>
</tr>
<tr>
<td>NMD 2440 Online Content Production</td>
<td>3</td>
</tr>
<tr>
<td>NMD 2460 Civic Engagement with New Media</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete three additional courses based upon the student’s interest and in consultation with advisor (9 credits) 9

<table>
<thead>
<tr>
<th>Required courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2480 Online Journalism</td>
<td>*</td>
</tr>
<tr>
<td>COM 3310 Online Advertising</td>
<td>*</td>
</tr>
<tr>
<td>COM 3570 Digital Public Relations</td>
<td>*</td>
</tr>
<tr>
<td>NMD 3100 Video Storytelling for the Web</td>
<td>*</td>
</tr>
<tr>
<td>NMD 3810 Digital Applications for New Media</td>
<td>*</td>
</tr>
</tbody>
</table>

Or any 2000-level or higher COM/NMD course with advisor approval *

**Total:** 18

**PERSONAL FINANCIAL PLANNING MINOR**

**Sponsoring department:**
School of Business
Molloy Program of Study Code: PFPMI

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 2250 Understanding Financial Planning Process and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3730 Understanding Investment Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3740 Understanding Income Tax Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3750 Understanding Retirement Planning and Employee Benefits</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3760 Understanding Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4910 Financial Planning Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 18

**PHILOSOPHY MINOR**

**Sponsoring department:**
Philosophy
Molloy Program of Study Code: PHIMI

Whether to gain an edge in the job market or to strengthen the student’s major field of study, a minor in Philosophy can provide both advantages. The Philosophy Minor at Molloy College provides a student who has an interest in philosophy with the rare opportunity to enhance the educational experience and to give the student’s resume that extra something to acquire that “dream career” in an ever-increasingly competitive job market.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 1020 Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>Complete either PHI 1000* or 2900* (3 credits):</td>
<td>3</td>
</tr>
<tr>
<td>PHI 1000 Philosophy: The Pursuit of Wisdom *</td>
<td></td>
</tr>
<tr>
<td>PHI 2900H (HONORS) Civilized Ideas</td>
<td>*</td>
</tr>
<tr>
<td>Complete either PHI 2590** or 4900** (3 credits):</td>
<td>3</td>
</tr>
<tr>
<td>PHI 2590 Modern Philosophy (Descartes to Kant)</td>
<td>**</td>
</tr>
<tr>
<td>PHI 4900 Research Seminar</td>
<td>**</td>
</tr>
<tr>
<td>Complete one course in ETH (Preferably ETH 2500 or 2900) (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>Complete two additional courses in PHI or ETH credits (6 credits)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total:** 18

**PHOTOGRAPHY MINOR**

**Sponsoring department:**
Art
Molloy Program of Study Code: PHOMI

<table>
<thead>
<tr>
<th>Required courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1010 Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>Complete five courses in Photography (15 credits):</td>
<td>15</td>
</tr>
<tr>
<td>ART 1570 Digital Photography I</td>
<td>*</td>
</tr>
</tbody>
</table>
ART 1830 Adobe Photoshop I *
ART 2360 History of Photography *
ART 2510 Photography II *
ART 2520 Documentary Photography *
ART 2540 Portrait Photography *
ART 3020 Photo Journalism *
ART 3500 Advanced Photography I *
ART 3510 Advanced Photography II *
Total: 18

PHYSICAL EDUCATION MINOR

Sponsoring department: Physical Education

At this time, a minor is not available in Physical Education. Courses are offered for a certification in coaching from New York State Education Department. Please refer to the Physical Education Department section of the catalog for further information.

PHYSICAL SCIENCE MINOR

Sponsoring department: Biology, Chemistry and Environmental Studies

Molloy Program of Study Code: PSCMI

Required Courses: Credits
CHE 1320 Inorganic Chemistry I 4
CHE 1330 Inorganic Chemistry II 5
ESC 1250 Planet Earth 3
PHY 2700 General Physics I 4
PHY 2710 General Physics II 4
Total: 20

POLITICAL SCIENCE MINOR

Sponsoring department: History and Political Science

Molloy Program of Study Code: POLMI

Required Courses: Credits
POL 1000 Fundamentals of Government 3
POL 1010 American National Government 3
POL 1060 Comparative Government and Politics I 3
POL 1070 Comparative Government and Politics II 3
Complete two POL elective courses (6 credits) 6
Total: 18

PROFESSIONAL COMMUNICATIONS MINOR

Sponsoring department: Communications

Molloy Program of Study Code: PRCMI

Required Courses: Credits
COM 2550 Public Relations 3
COM 2590 Introduction to Advertising 3
COM 3130 Interpersonal Communications 3
COM 3150 Organizational Communication 3
Complete two additional 2000-level or higher COM courses in consultation with advisor (6 credits) 6
Total: 18

PSYCHOLOGY MINOR

Sponsoring department: Psychology & Counseling

Molloy Program of Study Code: PSYMI

Students interested in additional study in Psychology, with a general focus, should register for a Psychology minor.

Required Courses: Credits
PSY 1110 General Psychology 3
Complete two courses* from the following: 6
PSY 2040 or PSY 2050 or PSY 2060 Developmental, Child or Adolescent Psychology *
PSY 2370 Psychology of Aging *
PSY 2450 Psychological Assessment *
PSY 3250 History and Systems of Psychology *
PSY 3260 Abnormal Psychology *
PSY 3530 Personality *
Complete three 2000/3000/4000-level elective courses (9 credits) (Exceptions require Psychology Chairpersons approval.) 9
Total: 18

SOCIOLOGY MINOR

Sponsoring department: Sociology and Anthropology

Molloy Program of Study Code: SOCMI

Required courses: Credits
SOC 1010 Introductory Sociology 3
Select one* of the following courses (3 credits): 3
SOC 1520 Sociology of the Family *
SOC 1610 Introduction to Cultural Anthropology *
SOC 1660 Social Psychology *
SOC 2220 Media, Culture and Society *
SOC 2320 Sociology of Inequality *
SOC 2360 Social Change *
SOC 2410 Business, Labor and Society *
SOC 2450 Cities and Suburbs *

**SOC 2710 Sociology of Healthcare**

Select one** of the following courses (3 credits):

- **SOC 2110 Social Problems**
- **SOC 2350 Juvenile Delinquency**
- **SOC 2380 Criminology**
- **SOC 2530 Aging in Society**
- **SOC 3310 Race and Ethnic Relations**
- **SOC 3330 Alcoholism and Drug Abuse**
- **SOC 3500 Social Roles of Men and Women**

Select one*** of the following courses (3-4 credits):

- **SOC 3010 Social Theory I: Foundations**
- **SOC 3020 Social Theory II: Contemporary**

Or take SOC 3000 with recommended, but not required - SOC 3950 (4 credits):

- **SOC 3000 Basics of Social and Behavioral Research Methods (3 credits)**
- **SOC 3950 Introduction to Computing with SPSS (1 credit)**

Complete 2 additional elective SOC courses (6 credits)

**Total:** 18-19

**SPANISH MINOR**

**Sponsoring department:**
Languages and Cultures
Molloy Program of Study Code: SPAMI

In today’s globalized and interconnected world, being able to be competent in a second language and culture is a crucial asset. Graduates with foreign language skills and international understanding are better prepared to participate and succeed in the global community. Upon completing the Minor in Spanish, students will have attained fluency in the language and competence in the Hispanic cultures, as they become more globally engaged and cross-culturally aware citizens.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 3050 Grammar for Communication</td>
<td>3</td>
</tr>
<tr>
<td>Complete either* SPA 3130 or SPA 3140:</td>
<td>3</td>
</tr>
<tr>
<td>SPA 3130 Cultures of Spain</td>
<td>*</td>
</tr>
<tr>
<td>SPA 3140 Cultures of Latin America</td>
<td>*</td>
</tr>
<tr>
<td>Complete four*** of the following (12 credits):</td>
<td>12</td>
</tr>
<tr>
<td>SPA 1010 Beginning Spanish I</td>
<td>**</td>
</tr>
<tr>
<td>SPA 1020 Beginning Spanish II</td>
<td>**</td>
</tr>
<tr>
<td>SPA 1030 Beginning Spanish for the Healthcare Professions I</td>
<td>**</td>
</tr>
<tr>
<td>SPA 1040 Beginning Spanish for the Healthcare Professions II</td>
<td>**</td>
</tr>
<tr>
<td>SPA 1050 Beginning Spanish for Social Services I</td>
<td>**</td>
</tr>
<tr>
<td>SPA 1060 Beginning Spanish for Social Services II</td>
<td>**</td>
</tr>
<tr>
<td>SPA 2010 Beginning Spanish III</td>
<td>**</td>
</tr>
<tr>
<td>SPA 2090 Spanish for Heritage Students</td>
<td>**</td>
</tr>
<tr>
<td>SPA 2150 Intermediate Spanish Conversation I</td>
<td>**</td>
</tr>
<tr>
<td>SPA 2200 Intermediate Spanish</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3070 Introduction to the Analysis of Spanish Literacy Texts</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3120 Hispanic World Through Literature, Art and Popular Culture</td>
<td></td>
</tr>
<tr>
<td>SPA 3300 Study Abroad: Spanish Grammar and Composition I</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3310 Study Abroad: Spanish Conversation and Culture I</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3350 Study Abroad: Spanish Grammar and Composition II</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3360 Study Abroad: Spanish Conversation and Culture II</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3410 Advanced Spanish Grammar and Composition</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3500 The Hispanic World Through Film</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3510 Iberian Literature Survey</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3520 Latin American Literature Survey</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3530 Latin American Short Story</td>
<td>**</td>
</tr>
<tr>
<td>SPA 3810 Spanish Linguistics</td>
<td>**</td>
</tr>
<tr>
<td>SPA 4000-level course</td>
<td>**</td>
</tr>
</tbody>
</table>

**Total:** 18

**NOTE:** Based upon entering level, heritage speakers may take SPA 2090 Spanish for Heritage Students. SPA 1010 must be followed by either SPA 1020, SPA 1040 or SPA 1060. SPA 1050 must be followed by SPA 1020, SPA 1040 or SPA 1060.

Note: Only six credits earned outside the Molloy programs (high school dual enrolled college credits, CLEP, AP, etc) will be accepted for the minor. Italian Minors have to at least take six Italian credits at the RVC campus.

**SPANISH FOR THE HEALTH PROFESSIONS MINOR**

The minor in Spanish for Health Professions is designed specifically for healthcare students or those who aim at having a career in health-related fields. The growing presence of Hispanics in the United States has generated a demand for professionals with the linguistic skills to help a Spanish-speaking clientele. This minor is inestimably useful not only for Nursing students, but also for students in other departments, such as Allied Health, Biology, Music Therapy, Psychology, Social Work and Speech-Language Pathology/Audiology. Students are able to complete this minor in its entirety at the Rockville Centre campus. They can also take either up to six or nine credits in Spain by enrolling in the Molloy Summer Study Abroad Program at the University of León to count towards this minor. However, students must take at least nine (9) credits at the Rockville Centre campus for this minor (SPA 3150 and SPA 3240 among them).

**Sponsoring department:**
Languages and Cultures
Molloy Program of Study Code: SPHMI

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 2240 Intermediate Spanish for the Healthcare Professions</td>
<td>3</td>
</tr>
</tbody>
</table>
SPA 3150 Cultural Competence in the Healthcare Environment 3
SPA 3240 Advanced Spanish for the Healthcare Professions 3

Complete three courses* (9 credits): 9
SPA 1030 Beginning Spanish for the Healthcare Professions I *
SPA 1040 Beginning Spanish for the Healthcare Professions II *
SPA 3300 Study Abroad: Spanish Grammar and Composition I *
SPA 3310 Study Abroad: Spanish Conversation and Culture I *
SPA 4240 Culture and Medicine in Latin America *
SPA 4600 Language Internship *
Or, any 3000-/4000-level SPA courses *

Total: 18
NOTE: Based upon entering level, heritage speakers may take SPA 2090 Spanish for Heritage Students instead of SPA 1030 and SPA 1040.
NOTE: Only six credits earned outside the Molloy programs (high school dual enrolled college credits, CLEP, AP, etc) will be accepted for the minor. Italian Minors have to a least take six Italian credits at the RVC campus.

SPEECH-LANGUAGE PATHOLOGY/AUDIOLOGY MINOR

Sponsoring department:
Communication Sciences and Disorders
Molloy Program of Study Code: SLPMI

Courses for a minor in Speech-Language Pathology/Audiology must be selected in consultation with a Communication Sciences and Disorders Departmental advisor.

Required Courses:          Credits
SLP 2710 Anatomy and Physiology of the Speech Mechanism 3
SLP 2730 Phonetics and Vocal Patterns 3
SLP 2740 Disorders of Communication I 3
SLP 3720 Language Acquisition 3
SLP 3740 Disorders of Communication II 3
Complete one* of the following (3 credits): 3
SLP 2700 Sound and the Auditory Mechanism *
SLP 2720 Introduction to Speech Science *
SLP 3710 Communication Skills of the Hearing Impaired *

Total: 18

STUDIO ART MINOR

Sponsoring department:
Art
Molloy Program of Study Code: STUMI

Required courses:            Credits
ART 1010 Two-Dimensional Design 3
ART 1020 Drawing 3
ART 1030 Three-Dimensional Design 3
Complete three other Studio Art elective courses* (9 credits): 9
ART 1110 Figure Drawing I *
ART 1130 Introduction to Printmaking *
ART 1300 Fundamentals of Painting *
ART 1570 Digital Photography I *
ART 1800 Introduction to Digital Art *
ART 1830 Adobe Photoshop I *
ART 2080 Sculpture *
ART 2140 Color Theory - Advanced Design *
ART 2310 Watercolor Painting I *
ART 2450 Introduction to Graphic Design *
ART 2460 Typography Design *
ART 2730 Three-Dimensional Computer Graphics, Animation and Virtual Reality I *
ART 3110 Illustration I *

Total: 18
NOTE: Other elective courses are subject to Chairperson’s approval.
### SUSTAINABILITY POLICIES AND PRACTICES MINOR

**Sponsoring department:** Interdisciplinary Studies  
Molloy Program of Study Code: SUSMI

**Required Courses:**  
Complete either BIO 1500* or ENV 1010* (3 credits): 3  
BIO 1500 Ecology *  
ENV 1010 Introduction to Environmental Issues *  
BUS 3070 Sustainable Business 3  
POL 1150 Introduction to Sustainability 3  
SOC 3600 Sustainable Communities 3  
ETH 2550 Environmental Ethics 3  
MAT 2350 Mathematical Modeling 3  
**Total:** 18

### THEATRE MINOR

**Sponsoring department:** English Department  
Molloy Program of Study Code: THAMI

The Theatre Minor offers students the opportunity for concentrated studies through a selection of courses in theatre, historical drama, drama criticism and creative drama.

**Required Courses:**  
COM 1220 Creative Drama 3  
ENG/COM 2350 Film and Drama Criticism 3  
ENG/COM 3110 Shakespeare 3  
ENG 3440 Modern and Contemporary Drama 3  
ENG 3490 English Theatre and Literary Tour 3  
SPA 4210 Hispanic Theatre 3  
**Total:** 18

Note: Students may substitute other courses with permission of the Departmental Chairperson. English majors must substitute a Theatre Elective for ENG 3110 in consultation with the Departmental Chairperson.

### THEOLOGY AND RELIGIOUS STUDIES MINOR

**Sponsoring department:** Theology and Religious Studies  
Molloy Program of Study Code: TRSMI

**Required Courses:**  
TRS 1000 The Bible 3  
Complete any Ethics course taught by TRS faculty (3 credits): 3  
Complete either* TRS 2210 or TRS 2300: 3  
TRS 2210 The New Testament *  
TRS 2300 The Meaning of Jesus *  
**Total:** 18

### WOMEN'S STUDIES MINOR

**Sponsoring department:** Interdisciplinary Studies  
Molloy Program of Study Code: WSTMI

**Required Courses:**  
Complete additional 3 elective TRS courses (9 credits) 9  
**Total:** 18

### WRITING MINOR

**Sponsoring department:** English  
Molloy Program of Study Code: WRTMI

**Required Courses:**  
Complete 18 credits from the following: 18  
ART 2320 Women and Art *  
COM 2110 Gender and Communication *  
CRJ 2230 Domestic Violence *  
CRJ 3400 Women and Crime *  
HIS 3100 Women in American History *  
PHI 2800 Gender and Philosophy *  
POL 2090 Women in Politics *  
PSY 3520 Psychology of Women *  
SOC 3500 Social Roles of Women and Men *  
TRS 2420 Gender and Religion *  
**Total:** 18

Note: Students may substitute other courses with permission of the Departmental Chairperson. English majors must substitute a Theatre Elective for ENG 3110 in consultation with the Departmental Chairperson.
COURSE DESCRIPTIONS
Accounting Courses

**ACC 1500 ACCOUNTING FOR NON-BUSINESS MAJORS**  
(formerly ACC 150; BUS 150 Financial Literacy for Non-Business Majors; formerly Introduction to Accounting: Language of Business)  
This course will introduce the non-business major to financial statements and the basic concepts underlying accounting. The course is designed to enable students to read and understand, rather than prepare, the financial statements and annual reports of public and non-public companies. Topics for discussion include the income statement, balance sheet and statement of cash flows, as well as managerial financial reporting, including budgeting. Emphasis will be placed on the importance of each presentation in today's business environment. For non-business majors only. **3 credits**

**ACC 2600 ACCOUNTING I**  
(formerly ACC 260; BUS 160 and BUS 260)  
Study of the application of basic accounting principles as they are used in the general accounting cycle, including journal entries, ledgers, trial balances and financial statements. Other topics include the proper recording of revenue and related costs for service and merchandising companies, cash, receivables, inventories, fixed and intangible assets, current liabilities including payroll and equity. (Offered Fall, Spring) **3 credits**

**ACC 2610 ACCOUNTING II**  
(formerly ACC 261; BUS 161 and BUS 261)  
A continuation of Accounting I. Topics include financial statement analysis, analysis of cash flows, investments and long term liabilities. The course provides an introduction to managerial accounting concepts and their relevance to business decisions. Studies of cost behavior, cost volume profit analysis, budgeting, and cost variance analysis provide a framework for the meaningful comprehension of managerial accounting. Prerequisite: ACC 2600. (Offered Fall, Spring) **3 credits**

**ACC 2710 ACCOUNTING SOFTWARE FOR SMALL TO MEDIUM ENTERPRISES: AND INTRODUCTION TO QUICK BOOKS**  
(formerly ACC 171; BUS 171)  
QuickBooks is one of the most popular, well-designed accounting software programs used in the Small to Medium (SME) size business community today. It is utilized for most financial business processes, including: setting up a company, its preferences and its corresponding chart of accounts, recording transactions with customers and vendors, managing lists, reconciling your bank accounts, analyzing reports and preparing financial statements. In this introduction to QuickBooks class, concepts are presented through hands-on exercises using a case study approach. Prerequisite: ACC 2600. **1 credit**

**ACC 3620 INTERMEDIATE ACCOUNTING I**  
(formerly ACC 362; BUS 262; Financial Accounting I and BUS 362)  
This course is an in-depth analysis of accounting principles and theory related to the asset side of a corporation’s balance sheet. In addition, the course covers current liabilities and long-term debt. Prerequisites: ACC 2610. **3 credits**

**ACC 3630 INTERMEDIATE ACCOUNTING II**  
(formerly ACC 363; BUS 263; Financial Accounting II and BUS 363)  
This course is an in-depth analysis of accounting principles and theory relative to the liability side of a corporation’s balance sheet. In addition, the course covers the income statement and the statement of cash flows. Prerequisite: ACC 3620. **3 credits**

**ACC 3640 COST AND MANAGERIAL ACCOUNTING SYSTEMS**  
(formerly ACC 364; BUS 264; BUS 364)  
Various cost accounting concepts such as Job Order and Process Costing techniques are studied. Specific topics include detailed analysis of cost behavior, cost volume profit analysis, methods of overhead allocations, detailed cost variance analysis and pricing decisions. Prerequisite: ACC 2610. (Offered Fall, Spring) **3 credits**

**ACC 3650 FORENSIC ACCOUNTING**  
(formerly ACC 361; BUS 361)  
This course provides an introduction to fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud and examination reporting. Prerequisite: ACC 3630. (Offered Fall, Spring) **3 credits**

**ACC 3660 TAXATION I**  
(formerly ACC 366; BUS 266; BUS 366)  
A study of the basic principles of federal income taxation as applied to individuals, partnerships and corporations, Social Security, Gift, and Estate Taxes. Consideration will be given to personal income tax returns and their preparation. An analysis of the role of taxation in the development of managerial policies in work organizations. Prerequisite: ACC 2610. (Offered Fall) **3 credits**

**ACC 3670 TAXATION II**  
(formerly ACC 367; BUS 267; BUS 367)  
Analysis of Federal and New York State Income Tax laws as they apply to partnerships, corporations and fiduciaries. Prerequisite: ACC 3660. (Offered Spring) **3 credits**

**ACC 3680 ADVANCED ACCOUNTING**  
(formerly ACC 368; BUS 268; BUS 368)  
This course covers the accounting for Consolidations, Mergers and Acquisitions in detail as required by the Financial Accounting Standards Board. This course also covers the topics relating to the accounting for investments, foreign currency transactions, futures and options, state and local governments, not for profit organizations, partnerships, bankruptcy and SEC Reporting. Prerequisite: ACC 3630. **3 credits**
ACC 3690 AUDITING
(formerly ACC 369; BUS 269; BUS 369)
Introduction to assurance services provided by independent accountants with emphasis on an audit of a client's financial statements and accountant's ethical and professional responsibilities. Included in this course will be the discussion of the ethical, social and political influences of the accounting profession, generally accepted auditing standards prescribed by the AICPA and PCAOB and the components of the audit process, including assessing audit risk, internal control and information technology considerations, nature of audit procedures, use of audit sampling and auditor reporting. Prerequisite: ACC 3630. 3 credits

ACC 3700 GOVERNMENT AND NOT FOR PROFIT ACCOUNTING
(formerly ACC 370; BUS 370)
This course covers fund accounting, budget and control issues, revenue and expense recognition, long term assets and obligations, and other relevant issues in financial reporting for both government and nonprofit entities. Prerequisite: ACC 3630. 3 credits

ACC 3720 COMPUTERIZED ACCOUNTING AND COMPUTER SYSTEMS
(formerly ACC 372; BUS 372)
This course addresses key concepts and trends in accounting information systems technology. Contemporary issues such as ethics and the effect of information technology on business are presented along-side traditional topics such as internal control, accounting cycles, documentation techniques and systems development. Students gain practical experience working with a computerized accounting system. Prerequisite: ACC 2600. 3 credits

ACC 4900 ACCOUNTING CAPSTONE
(formerly ACC 491; BUS 491)
Writing-Intensive Course
This course integrates/reviews accounting principles, theories and practices. It includes the introduction of contemporary accounting issues and assists students in the correlation of their accounting education to situations that they may encounter as they transition into their professional careers. Using skills developed over their undergraduate careers, students will demonstrate a mastery of accounting, management, finance, marketing and economic theory and employ both written and oral communication skills through the use of individual and/or team presentations. Such presentations shall use quantitative and modeling skills to analyze and evaluate current business problems and issues. Students will integrate a strong ethical thought process into their decision making, employ logical and critical reasoning to action-oriented strategic planning and demonstrate respect for others in the global society. Prerequisite: Senior Standing. 3 credits

Allied Health Sciences Courses

CVT CARDIOVASCULAR TECHNOLOGY
Refer to by subject under CVT courses.

HSL HEALTH SERVICE LEADERSHIP
Refer to by subject under HSL courses.

NMT NUCLEAR MEDICINE TECHNOLOGY
Refer to by subject under NMT courses.

RES RESPIRATORY CARE
Refer to by subject under RES courses.
# Arabic Courses

**ARA 1010 BEGINNING ARABIC I**  
(formerly ARA 101)  
This introductory course focuses on the development of basic communicative competency in the Modern Standard Arabic. Students practice speaking, listening, reading and writing skills in Arabic, as well as gain knowledge and understanding of the Arabic speaking world. Particular emphasis is placed on the systematic mastery of vocabulary and conversational skills. ARA 1010 is intended for students with no previous experience with the language. (Offered Fall, Spring) Fee-$42.00. **3 credits**

**ARA 1020 BEGINNING ARABIC II**  
(formerly ARA 102)  
This course focuses on continuing to develop basic communicative competency in the Modern Standard Arabic. Students practice speaking, listening, reading and writing skills in Arabic, as well as gain knowledge and understanding of the Arabic speaking world. Particular emphasis is placed on the systematic mastery of vocabulary and conversational skills. ARA 1020 is intended for students who have taken ARA 1010 or have some experience with the language. (Offered Fall, Spring) Fee-$42.00. **3 credits**

**ARA 2010 BEGINNING ARABIC III**  
(formerly ARA 201)  
This course is designed to reinforce and expand the necessary skills acquired in previous courses and to achieve the next step towards communicative proficiency. Emphasis is placed on the study of more advanced grammatical structures, vocabulary and idiomatic expressions. Students will read a variety of high interest texts as well as experience videos, music, news broadcasts, etc., that provide models for discussion and writing, and that are a means for understanding the contemporary culture of Arabic countries. Prerequisite: ARA 1020. (Offered upon request) Fee-$42.00. **3 credits**

# Art Courses

**ART 1010 TWO-DIMENSIONAL DESIGN**  
(formerly ART 101)  
The formal structure of design through analysis and development in various media with application to design principles. The history of design will also be explored from the classical through contemporary periods. (Offered Fall, Spring) Fee-$67.00. **3 credits**

**ART 1020 DRAWING**  
(formerly ART 102)  
Fundamentals of drawing and composition using a variety of materials and subjects. Emphasis on line, value, texture and spatial relationships, as well as a creative approach. Explorations in the history of drawing will include lectures on Michelangelo, DaVinci and others. (Offered Fall, Spring) Fee-$67.00. **3 credits**

**ART 1030 THREE-DIMENSIONAL DESIGN**  
(formerly ART 103)  
A series of projects dealing with shape, volume, scale and texture will be applied using various materials such as paper, wood and metal as well as construction methods. The history of sculpture will be used to illustrate various projects. (Offered Spring) Fee-$67.00. **3 credits**

**ART 1040 COLLAGE/MIXED MEDIA**  
(formerly ART 104)  
This course is designed to encourage an exploration and experimentation with various mixed materials. Activities and techniques such as painting, drawing, photography, 3D, digital art, textile and printmaking will be combined with traditional and non-traditional approaches to studio art projects. (Offered Spring) Fee-$67.00. **3 credits**

**ART 1110 FIGURE DRAWING I**  
(formerly ART 111)  
Drawing from the human figure in life and costume and its use in composition will be explored in a variety of media. (Offered Spring) Fee-$67.00. **3 credits**

**ART 1130 INTRODUCTION TO PRINTMAKING**  
(formerly ART 113)  
This course will explore the fundamentals of basic relief printmaking techniques. Students will be creating woodblock, lino-cut and calligraphic prints. The emphasis will be on the experimentation of new materials in the process of printmaking. (Offered Spring) Fee-$67.00. **3 credits**

**ART 1200 CERAMICS I**  
(formerly ART 120)  
The basic techniques of clay building will be explored including: coil, slab and the use of the wheel. The use of glazed and unglazed techniques will be shown along with historical examples of ceramics from ancient through contemporary cultures. (Offered Fall, Spring) Fee-$67.00. **3 credits**

**ART 1300 FUNDAMENTALS OF PAINTING**  
(formerly ART 130)  
This course will provide the student with the basic techniques of painting. Emphasis will be on exploration and experimentation, critiques, art historical approaches and the development of one’s own style. (Offered Fall, Spring) Fee-$67.00. **3 credits**

**ART 1330 ABSTRACT PAINTING AND CONSTRUCTION**  
(formerly ART 133)  
This course has been specifically designed for the novice student, providing an expressive experience for anyone who is looking for an expansive art opportunity. The weekly presentations will introduce two-dimensional abstract painting techniques leading up to bas-relief inspired three-dimensional constructions. The long tradition of dimensional paintings from cave art to the contemporary will be discussed along with new media and techniques, from sculptural materials to paints. Recommended prerequisite: ART 1010 or ART 1300. (Offered upon request) Fee-$67.00 **3 credits**
ART 1350 HISTORY OF WESTERN ART I: PREHISTORIC TO RENAISSANCE
(formerly ART 135)
A general survey of art from prehistoric through the High Renaissance. This course is designed to develop an understanding and appreciation of the visual arts and artists with an emphasis on the origins of well-known styles and eras of Western Art such as Egyptian, Mesopotamian, Greek, Roman and Medieval Art, culminating in the masterpieces of the High Renaissance. Fulfills General Education Art History requirement. (Offered Fall, Spring) 3 credits

ART 1360 HISTORY OF WESTERN ART II: RENAISSANCE TO MODERNISM
(formerly ART 136)
A general survey of art from the Renaissance to contemporary times. This course is designed to develop an understanding and appreciation of the visual arts and artists with an emphasis on the origins of well-known styles and eras of Western Art such as Baroque, Neo-Classical, Impressionism, Expressionism, Cubism, Surrealism, Pop and Contemporary Art. Fulfills General Education Art History requirement. (Offered Fall) 3 credits

ART 1570 DIGITAL PHOTOGRAPHY I
(formerly ART 157)
Digital Photography I is an introduction to the ideas and skills of digital imaging. Students are instructed in the beginning digital techniques of Adobe Photoshop, using them to create a body of work. The objective of the course is to introduce the technical aspects of digital photography, along with aesthetic concerns, and to create a portfolio based in digital photography. (Offered Fall, Spring) Fee-$47.00. 3 credits

ART 1650 INTRODUCTION TO MEDICAL ILLUSTRATION AND ANATOMY
(formerly ART 165)
This course is an introduction to medical illustration through artistic anatomy. Students will learn drawing techniques based on the history of medical illustration from the Renaissance to contemporary times. Classwork will include lecture and discussion, the drawing and painting of the human skeleton and muscular system, live models, photo-reference and diagrams. (Offered upon request) Fee-$47.00. 1 credit

ART 1660 ART THERAPEUTIC TECHNIQUES
(also GRN/PSY/SWK 1660; formerly ART/GRN/PSY/SWK 166)
This one credit elective course explores the therapeutic use of art within healthcare and social service professions, serving all ages. It will be conducted in a workshop format in three Saturday sessions introducing art and expressive therapies through lecture/discussion to identify what art therapy is and when, where and with whom to utilize it. (Offered upon request) 1 credit

ART 1700 HISTORY AND SOCIAL MEANING OF TATTOOS AND BODY ART
(formerly ART 170)
This course will explore the psychology and social meaning of the art of tattoos and body modification in human history. The content will encompass tribal tattoos and rituals from both Non-Western cultures such as New Guinea, Africa and Asian, as well as the western cultural tradition beginning with sailors and jail tattoos, moving to the current social acceptance as a fashion and/or personal art statement. There will be guest lecturers and a planned fieldtrip. NOT applicable to the General Education Art History requirement. (Offered Fall, Spring) 1 credit

ART 1710 HISTORY OF ANIMATION
(formerly ART 171)
This course will outline the history of animation from its inception through contemporary achievements in computer/digital motion picture technology. Historical context will be intrinsically linked to the concept of each animation feature length film, film short or documentary screened on a weekly basis. Classics by Walt Disney, Warner Brothers, the Fleisher Brothers, the UPA and Pixar in addition to foreign animation examples (such as Anime) and television classics will be shown and discussed. Fulfills General Education Art History requirement. (Offered Spring) 3 credits

ART 1720 HISTORY OF COMIC BOOKS/GRAPHIC NOVELS
(formerly ART 172)
This elective course will cover the history of comic books/graphic novels as a recognized art form of the twentieth century. Beginning with the pre-historic seeds of sequential illustration and moving onto the American comic book of the 1930’s, the lectures, presentations and occasional documentaries will provide an overview of the decades following certain movements within the industry and medium. Periods such as the Golden and Silver Ages, Outsider, and Underground comics will be discussed, as well as mainstream offerings of contemporary Marvel, DC comics and Japanese Manga. NOT applicable to the General Education Art History requirement. (Offered Fall) 1 credit

ART 1750 HISTORY OF GRAFFITI
(formerly ART 175)
This course will study the art form of graffiti from the 1970’s with the works of Keith Haring, Jean-Michel Basquiat, Sane Smith, Futura 2000 and Lady Pink through the contemporary works of Shepard Fairey and Banksy. An exploration of the current, critically acclaimed phenomenon of street art will be explored through its political, sociological and psychological meaning. Possible class trips to various sites around New York City will be discussed. NOT applicable to the General Education Art History requirement. (Offered Spring) 1 credit

ART 1800 INTRODUCTION TO DIGITAL ART
(formerly ART 180; Introduction to Computer Graphics)
A basic exploration into the area of digital art encompassing the Adobe Creative Suite software programs of Illustrator and Photoshop though a variety of fine arts, illustration and graphic design projects. The history of computer graphics will be incorporated into class assignments and lectures. (Offered Fall, Spring) Fee-$88.00. 3 credits

ART 1810 PAINT SYSTEMS I
(formerly ART 181)
An introductory course to computer imaging which explores
two-dimensional designs by using high-end, current paint software. (Offered upon request) Fee-$88.00. 3 credits

ART 1820 ADOBE ILLUSTRATOR I
(formerly ART 182)
This is an introductory course in utilizing the Adobe Illustrator software program for vector-based pictorial illustration, as well as typography assignments. (Offered upon request) Fee-$88.00. 3 credits

ART 1830 ADOBE PHOTOSHOP I
(formerly ART 183)
A course that introduces the multiplicity of digital manipulation tools within the Adobe Photoshop software program. Projects will encompass the fine arts, illustration and graphic design. (Offered Fall, Spring) Fee-$88.00. 3 credits

ART 1840 ADOBE INDESIGN I
(formerly ART 184; QuarkXpress I)
This course will introduce the student to the understanding and utilization of the Adobe InDesign software program through a series of advertising, editorial layout and print production assignments. Recommended prerequisites: ART 1010 and one of the following: ART 1800, ART 1810, ART 1820. (Offered upon request) Fee-$88.00. 3 credits

ART 1950 CAREERS IN GALLERY AND MUSEUM STUDIES
(formerly ART 195)
This is an introduction to the various careers in Museum and Gallery Studies, Arts Administration and Arts Management. The course will focus on the types of positions that are available in the New York City art world and what art and business courses should be taken to be job-ready. Resumes and internships in the field will be discussed in conjunction with a complete description of the Molloy College Art Department’s Museum and Gallery Studies minor. (Offered upon request) 1 credit

ART 1990 INTRODUCTION TO ART EDUCATION
(formerly ART 199)
This elective course will introduce the concepts of creative Visual Arts instruction to students who have yet to commit themselves to the Education credit requirements of a bachelor of science in Visual Arts Education major. The curriculum will summarize the various opportunities of teaching art in diverse environments from the customary K–12 classroom setting contrasted with teaching in non-traditional sites like community centers, hospitals, nursing homes and museums. Classroom lectures and presentations by the professor and a variety of guest art instructors will encompass dynamic art projects created by students of all ages and capabilities. (Offered Fall, Spring) 1 credit

ART 2000 CURRICULUM AND INSTRUCTION IN VISUAL ARTS FOR CHILDHOOD EDUCATION
(formerly ART 200; Introduction to Art Education)
This course is designed to assist the teacher candidate in developing art methods and a conceptual framework for teaching art to children grades PK-6. After studying the developmental stages of children’s perceptual growth, the teacher candidates will design qualitative and creative art lessons and units for diverse populations. Subjects include artistic objectives and media, the integration of the arts into the curriculum, computer art, the museum, the New York State Standards, art history and aesthetics for the elementary school. Prerequisites: EDU 3290 and EDU 3300. Corequisite: EDU 3690. (Offered Fall) 3 credits

ART 2010 CURRICULUM AND INSTRUCTION IN VISUAL ARTS FOR ADOLESCENCE EDUCATION
(formerly ART 201; Methods of Art Education)
The teacher candidate will study the developmental, socio-cultural, perceptual and cognitive changes that occur during adolescence with a view to how these transformations impact on artistic-aesthetic development. This course will couple the exploration of these theoretical strands with participation in hands-on art projects and processes that are appropriate for diverse (grades 7-12) middle school and high school students. Aesthetics, curriculum design, classroom management and diverse assessment practices will be examined. Integration of technology and the New York State Standards will be studied. Prerequisites: EDU 3290 and EDU 3300. Corequisite: EDU 3690. (Offered Fall) 3 credits

ART 2080 SCULPTURE
(formerly ART 208)
The basics of sculpture will be explored with an emphasis on structural principles including mass, form and the use of a multitude of materials. The history of sculpture will be explored from classical through contemporary periods. (Offered Spring) Fee-$67.00. 3 credits

ART 2130 FIGURE DRAWING II
(formerly ART 213; Life Study)
Advanced techniques in drawing from the human figure in a variety of media. Assignments may include portraiture and conceptual illustration. Prerequisite: ART 1110. (Offered Spring) Fee-$67.00. 3 credits

ART 2140 COLOR THEORY-ADVANCED DESIGN
(formerly ART 214)
The use of color theory in exploring the following problems: scale, rhythm, harmony, discord, dominance and subordination, etc. Traditional color, arbitrary color, color field exercises and artists throughout history who have used color effectively will be emphasized. (Offered Fall) Fee-$67.00. 3 credits

ART 2150 PRINTMAKING II
(formerly ART 215)
Further exploration into the art of printmaking with an emphasis on relief printing techniques. Students will be creating woodblock, linocut and calligraphic prints. Prerequisite: ART 1130. (Offered upon request) Fee-$67.00. 3 credits

ART 2180 CERAMICS II
(formerly ART 218)
A continuation of Ceramics I. Prerequisite: ART 1200. Fee-$67.00. 3 credits
ART 2200 ANCIENT AND CLASSICAL ART  
(formerly ART 220)  
The study of the history of art from prehistoric through Roman times. Areas explored will include: Mesopotamia, Egypt, Aegean, Greek and Roman art. Fulfills General Education Art History requirement. (Offered upon request) 3 credits

ART 2220 MEDICAL HUMANITIES THROUGH THE AGES: ART HISTORY AND THE HUMAN CONDITION  
(formerly ART 222)  
This course is an interdisciplinary introduction to the art and material culture of anatomy, mortality, and death from Ancient Egypt to the present, taking into account the history, culture, and practice of both the Western and non-Western world. The content is intended to appeal to undergraduates interested in both art history and a variety of medical careers. In recent years medical humanities has emerged as an important new area of interdisciplinary study, focusing on images and art objects in its enquiry into the culture of medicine while providing insight into the human condition through its interpretations of the human body as a historical perspective on pathos, mortality, burial and death. Fulfills General Education Art History requirement. (Offered Fall, Spring) 3 credits

ART 2240 RENAISSANCE ART  
(formerly ART 224)  
Painting, sculpture and architecture in Italy and the Low Countries from the 14th to the 16th century. Fulfills General Education Art History requirement. (Offered Fall) 3 credits

ART 2250 BAROQUE AND ROCOCO ART  
(formerly ART 225)  
The study of European art of the 17th and 18th centuries including France, Italy, Spain and the Low Countries. Architecture, painting and sculpture of these periods will be emphasized beginning with the Counter-Reformation. Fulfills General Education Art History requirement. (Offered Fall) 3 credits

ART 2280 MODERN ART  
(formerly ART 228)  
Writing-Intensive Course  
The study of European art from the 19th and 20th centuries with emphasis on art historical movements such as Impressionism and Cubism. (Not open to Freshmen without departmental approval) Fulfills General Education Art History requirement. (Offered Fall) 3 credits

ART 2290 ASIAN ART  
(formerly ART 229)  
This course is a survey of art, architecture and crafts of China, Japan, Korea and India from prehistoric times to the present. It will focus on painting, drawing, sculpture, ceramics, architecture, calligraphy, textile and printmaking. The goals of this course are to understand the relationships between art materials, techniques and religion, philosophical beliefs, historical, social, and cultural forces during which works of Asian art were produced. Fulfills General Education Art History requirement. (Offered Spring) 3 credits

ART 2310 WATERCOLOR PAINTING I  
(formerly ART 231; ART 131)  
A study of the technique of the process of watercolor. The use of types of paper and watercolors and gouache will be explored. The work of well-known watercolor artists will be used as examples. Included will be the historical use of water painting. (Offered Spring) Studio Fee-$67.00. 3 credits

ART 2320 WOMEN AND ART  
(formerly ART 232)  
A study of the contribution of women to the visual arts from the Renaissance to the present. Historical, socio-economic and cultural facts as the impact on women’s creativity are examined. Works of “lost” (but once famous) women artists are studied. Contemporary artists who are women are studied in relation to their peers. Fulfills General Education Art History requirement. (Offered Fall) 3 credits

ART 2330 CONTEMPORARY ART  
(formerly ART 233)  
The art after World War II will be explored through class lectures and class trips. Abstract Expressionism, Pop Art, Minimalism through Post Modernism and the Pluralist Era are included. Films on contemporary artists will be integrated into the lectures. Fulfills General Education Art History requirement. (Offered Spring) 3 credits

ART 2340 EXPRESSIONISM, SURREALISM AND REALISM IN ART AND IN THE CINEMA  
(formerly ART 234)  
This course will emphasize the relationship between the Fine Arts eras of German Expressionism, Surrealism and Realism and their correlated film genres in European and American films. Through the screening of important motion pictures (1900 - the present) the lasting influence of these artistic eras on cinematic style and concept will be analyzed and discussed. Fulfills General Education Art History requirement. (Offered upon request) 3 credits

ART 2360 HISTORY OF PHOTOGRAPHY  
(formerly ART 236)  
The study of the history of photography from the 1800’s and the use of various techniques such as the albumen print and the daguerreotype through the 20th century and contemporary use of photograph as an art form. Fulfills General Education Art History requirement. (Offered Spring) 3 credits

ART 2400 ART HISTORICAL THEMES IN THE CINEMA  
(formerly ART 240)  
An investigation of the cinematic treatment of art historical themes. Selected films both documentaries and features will be analyzed and critiqued. Fulfills General Education Art History requirement. (Offered upon request) 3 credits

ART 2410 ART HISTORY OF NON-EUROPEAN CULTURES  
(formerly ART 241)  
This course is a study of non-European Art and will present the contextual development of various cultures outside of the sphere of European influence. Offering a formal study of the
visual and decorative arts - painting, sculpture, architecture, utilitarian crafts from Prehistoric Mesopotamia to the 20th century Native American cultures. Fulfills General Education Art History requirement. (Offered Fall) 3 credits

ART 2440 FUNDAMENTALS OF PAINTING II
(formerly ART 244; Intermediate Oil Painting)
Further exploration in the area of painting using various media. Prerequisite: ART 1300 or equivalent. (Offered upon request) Fee-$67.00. 3 credits

ART 2450 INTRODUCTION TO GRAPHIC DESIGN
(formerly ART 245)
This course emphasizes creative and technical ability in graphics and layout techniques. Projects relate to the fields of both advertising and editorial design such as logotypes, poster, packaging graphics and corporate identity programs in traditional and digital media. Recommended prerequisites: ART 1010 and one of the following: ART 1800 or ART 1830. (Offered Spring) Fee $88.00. 3 credits

ART 2460 TYPOGRAPHY DESIGN
(formerly ART 246)
This course is an elective class for those students interested in pursuing Graphic Design as a career. The lessons will encompass the creation of successful logotypes for both editorial (publishing), as well as advertising projects. The assignments will develop the manual and digital technical skills necessary to be successful in the industry. Each project will require the utilization of appropriate, dynamic typographic concepts directed towards a specific business and psychological marketing strategy. Recommended pre/co-requisites (One or more of the following): ART 1010, 1800, 1830, 2450, 3910. (Offered Fall) Fee-$88. 3 credits

ART 2480 HISTORY OF ART AND HEALING
(formerly ART 248)
This course is designed to provide a historic overview of the arts through the ages, particularly for those students who do not have formal art training. A historic perspective of the role of art in primitive to literate cultures with emphasis on twentieth century works will be presented and discussed. This course will include an overview of current issues in the field of art therapy. Fulfills General Education Art History requirement. (Offered Fall) 3 credits

ART 2500 INTRODUCTION TO ART THERAPY
(formerly ART 250)
The principles and processes of art therapy are explored through a variety of art experiences. The problems encountered in learning to work with persons having emotional or physical handicaps, as well as the mentally retarded and other patient populations, are presented and analyzed. (Offered Spring) Fee-$67.00. 3 credits

ART 2510 PHOTOGRAPHY II
(formerly ART 251)
A course for students with a basic knowledge of the techniques of Digital Photography using the Adobe Photoshop program. Emphasis is placed on the photograph as both a fine print and development of student's individual style. The history of photography will be used as an example in class lectures. Prerequisite: ART 1570. (Offered upon request) Fee-$88.00. 3 credits

ART 2520 DOCUMENTARY PHOTOGRAPHY
(formerly ART 252)
An introductory course to the study of non-fiction story-telling through photographs. Through photographic assignments, the viewing of slides, class critiques and the study of the history of documentary photography, students will learn the techniques behind photographic narratives. The use of text will also be explored. Prerequisite: ART 1570. (Offered upon request) Fee-$88.00. 3 credits

ART 2530 MUSEUM STUDIES I
(formerly ART 253; Introduction to Gallery and Museum Studies)
This course is an introduction to the field of Museum Studies and will explore the basics of the field including the creation, design and execution of exhibitions, the role of the arts administrator, collections management, the creation of press releases, public relations, museum education and installation of exhibitions and the design of invitations. (Offered upon request) 3 credits

ART 2540 PORTRAIT PHOTOGRAPHY
(formerly ART 254; Portrait Illustration I)
A survey of the techniques employed in photographing people in all types of settings, both formal and informal. Various kinds of illumination will be considered. Prerequisite: ART 1570. (Offered upon request) Fee-$88.00. 3 credits

ART 2550 WEB DESIGN I
(formerly ART 265; ART 398A)
This course is an introduction to web design. (Offered Upon Request) Fee-$88.00. 3 credits

ART 2700 FIELD STUDY IN ART: NEW YORK
(formerly ART 270)
This course meets off-site at various museums and galleries in the New York City area. Various art movements and periods will be emphasized and current exhibitions will be viewed. Students are responsible for all transportation costs to the city as well as museum entrance fees. Fulfills General Education Art History requirement. (Offered Fall, Spring) 3 credits

ART 2720 ADOBE AFTER EFFECTS I
(formerly ART 272)
This course will be an introduction to Adobe After Effects, which is an advanced time-based program that allows the user to animate images, shapes and typography. It is an essential tool in the field of motion graphics and used widely in the creation of advertisements, television, animation and motion pictures, especially in conjunction with other Adobe programs such as Photoshop and Illustrator. Recommended prior course: ART 1830. (Offered upon request) Fee-$88.00. 3 credits

ART 2730 THREE-DIMENSIONAL COMPUTER GRAPHICS, ANIMATION AND VIRTUAL REALITY I
(formerly ART 273)
This course is designed to introduce students to the world of 3D computer graphics and motion graphics/animation using the Autodesk Maya Entertainment Creation Suite software package. Projects will include wire frame modeling, character design, rigging, lighting, texture mapping, rendering and other three-dimensional special effects. Recommended pre/co-requisite: ART 1800 or 1830. (Offered Fall, Spring) Fee-$88.00. 3 credits

**ART 2740 INTERACTIVE MULTIMEDIA DESIGN**
(formerly CIS 2740; formerly also CIS 274; formerly ART 274)
Students learn how to manage audio, graphics and interactivity in mobile media applications. While producing real-world apps, students gain valuable insight into production processes for interactive multimedia. Course work involves building prototypes for interactive applications, designing app interfaces and publishing apps for smart phones and tablets. (Offered upon request) Fee-$88.00. 3 credits

**ART 2810 PAINT SYSTEMS II**
(formerly ART 281)
This course aims to develop the student’s creativity through current digital painting software. Prerequisite: ART 1810. (Offered upon request) Fee-$88.00. 3 credits

**ART 2820 ADOBE ILLUSTRATOR II**
(formerly ART 282)
This course utilizes Adobe Illustrator as a professional application tool for layout design. Prerequisite: ART 1820. (Offered upon request) Fee-$88.00. 3 credits

**ART 2830 ADOBE PHOTOSHOP II**
(formerly ART 283)
This course applies an advanced Photoshop’s ability to achieve professional level performance in image manipulation. Prerequisite: ART 1830. (Offered upon request) Fee-$88.00. 3 credits

**ART 2840 ADOBE INDESIGN II**
(formerly ART 284; QuarkXpress II)
This Desktop Publishing course involves further development of its techniques and their relationship to other digital art software programs to produce camera-ready materials for printing. Prerequisites: ART 1840. (Offered upon request) Fee-$88.00. 3 credits

**ART 2890 MULTIMEDIA INSTALLATION**
(formerly ART 289)
This conceptually based course will integrate video, photography, objects, performance and traditional media (drawing, painting and sculpture) into an environmental installation. Students are expected to be proficient in these areas and be willing to experiment with the nature of media on both a visual and conceptual level. (Offered upon request) Fee-$67.00. 3 credits

**ART 2900H (HONORS) ART AND IDEAS THROUGH HISTORY**
(formerly 221H; ART 324H)
This course is designed to develop an understanding of art throughout history by exploring its development from prehistoric art to twentieth-century modernism. Philosophical, sociological and political ideals will be used as adjuncts, in connection with other Honors courses, to explain the various styles. Class trips to art venues throughout the area and lectures by artists will be included. Honors students only. Fulfills General Education Art History requirement. (Offered Spring) 3 credits

**ART 3020 PHOTOJOURNALISM**
(formerly COM 3020, ENG 3020; formerly also COM 302, ENG 302; formerly ART 302)
This course will encompass the study of the art of news reporting through the eye of the camera within an Art Historical context. Projects will include caption writing, public relations releases and coverage of campus activities. Recommended prerequisite: ART 1570 or equivalent. (Offered Fall) Fee-$88.00. 3 credits

**ART 3110 ILLUSTRATION I**
(formerly ART 311)
An in-depth study of the concepts and processes specific to advertising and editorial illustration as a viable commercial art career through the development and articulation of each student’s individual illustration style and personal portfolio. The lectures and projects will also encompass the necessary knowledge of print production technology, business marketing and self-promotion to achieve success in the industry as an illustrator. Prerequisites: ART 1010 and ART 1110. (Offered upon request) Fee-$67.00. 3 credits

**ART 3130 PRINTMAKING III**
(formerly ART 313; Selected Studies in Printmaking)
This course is an advanced printing class for students who have successfully completed both ART 1130 and ART 2150. This course will emphasize the student’s independent study and personal inquiry into various printmaking methods. Prerequisites: ART 1130 and ART 2150. (Offered upon request) Fee-$67.00. 3 credits

**ART 3310 ILLUSTRATION II**
(formerly ART 331)
A continuation of ART 3110. Prerequisites: ART 1010, ART 1110 and ART 3110. (Offered Upon Request) Fee-$67.00. 3 credits

**ART 3450 WATERCOLOR PAINTING II**
(formerly ART 345; ART 245)
A continued study in the area of watercolor painting with an emphasis on personal style. Prerequisite: ART 2310 or Chairperson approval. (Offered upon request) Fee-$67.00. 3 credits

**ART 3500 ADVANCED PHOTOGRAPHY I**
(formerly ART 350)
Individual attention is given to the evaluation of each student’s work, black-and-white photographic processes and procedures and analysis of subject matter. Interchange leads to completion of projects initiated by each student. The inter-relationship with contemporary image making is emphasized. Prerequisites: ART 1570 and ART 2510. (Offered upon request) Fee-$88.00. 3 credits
ART 3510 ADVANCED PHOTOGRAPHY II
(formerly ART 351)
Topics selected by students and faculty to reflect their artistic preoccupations or to provide research in particular skills, historical subjects or trends in photography. (Course may be repeated for credit.) Prerequisites: ART 1500, ART 2510 and ART 3500. (Offered upon request) Fee-$88.00. 3 credits

ART 3540 MUSEUM STUDIES II
(formerly ART 354; Gallery and Museum Studies II)
This is a continuation of the introductory course, ART 2530, and will continue to explore the history of the field of museum studies. Connoisseurship, appraisals, registration methodology, archival methodology and field study at museums and galleries will comprise part of the course. Prerequisite: ART 2530. (Offered upon request) 3 credits

ART 3650 WEB DESIGN II
(formerly ART 365)
A continuation of ART 2650. (Offered Upon Request) Fee-$88.00. 3 credits

ART 3720 ADOBE AFTER EFFECTS II
(formerly ART 372)
This course will be a continuation to ART 2720 Adobe After Effects I. Recommended prior course: ART 1830. (Offered upon request) Fee-$88.00. 3 credits

ART 3730 THREE-DIMENSIONAL COMPUTER GRAPHICS, ANIMATION AND VIRTUAL REALITY II
(formerly ART 373)
This course is a continuation of ART 2730. Recommended pre/co-requisite: ART 1800 or 1830. (Offered Upon Request) Fee-$88.00. 3 credits

ART 3750 THREE-DIMENSIONAL COMPUTER GRAPHICS, ANIMATION AND VIRTUAL REALITY III
(formerly ART 375)
A continuation of ART 2730 and ART 3730. Recommended pre/co-requisite: ART 1800 or 1830. (Offered upon request) Fee-$88.00. 3 credits

ART 3760 ADOBE AFTER EFFECTS III
(formerly ART 376)
This course will be a continuation to ART 2720 and ART 3720 Adobe After Effects I and II. Recommended prior course: ART 1830. (Offered Upon Request) Fee-$88.00. 3 credits

ART 4550 STRATEGIES FOR A SUCCESSFUL ARTS CAREER
(also MUS 4550, NMD 4550; formerly ART/MUS/NMD 475, COM 475)
This course is a comprehensive introduction to essential career building activities in the Visual Arts, New Media, (digital art, music and sound) and Communications. The curriculum will aid in the formulation of a competitive e-portfolio, resume, or CV, that showcases the student’s unique skills using dynamic and emerging technologies. Students will be required to build their resumes in both professional and philanthropic contexts. Students will also apply branding strategies to their name, work, and career goals so as to build a digital presence, acquire available grants, funds and fiscal sponsorship. Networking and accessing Kickstarter sites to supplement individual projects is also required. Pragmatically, the course will also touch on time management, budgets, the legal requirements of setting up a small business, free-lance practices, the benefits of incorporation, joining applicable professional organizations and the possible necessity of balancing a beginning arts career with a “day job”. (Offered upon request) 3 credits

ART 4600, 4610 ART STUDIO INTERNSHIP I AND II
(formerly ART 460, 461; ART 294, 295; formerly Internship I and II)
The Studio Art Internship provides an opportunity for the student to gain practical paid or unpaid experience as an apprentice with an individual practicing artist (painter, sculptor, photographer, digital artist) or under the supervision in a business or workshop approved by the faculty supervisor. A written report of the experience will be required as well as an evaluation of the student by the artist, workshop or business. Students will spend at least 100 hours at the internship site for each 3 credits of internship. The faculty supervisor will hold a minimum of four periodic conferences with the student, will oversee assignments and will be responsible for the final evaluation of student work. (With approval of advisor.) 3, 3 credits

ART 4620, 4630 ART GALLERY INTERNSHIP I AND II
(formerly ART 462, 463)
The Art Gallery Internship provides an opportunity for the student to gain practical experience through paid or unpaid apprenticeship at the Molloy College Art Gallery or an art gallery or museum that offers this arrangement and meets the department’s approval. It is expected that the student will receive experience in several areas including installation, design, public relations, writing and designing cards, catalog and registration procedures. A written report of the experience will be required as well as an evaluation of the student by the museum or gallery supervisor. Students will spend at least 100 hours at the internship site for each 3 credits of internship. The instructor will hold a minimum of four periodic conferences with the student and will arrange assignments with the gallery or museum involved. (With approval of advisor and Art Gallery Director.) 3, 3 credits

ART 4701, 4702, 4703 INDEPENDENT STUDY: STUDIO ART/ART THEORY
Advanced work on an individual basis in an art studio or art theory field (or combination of both). Student must present a plan of study and work for approval by the instructor and the Chairperson before permission will be granted. Student must be a Junior or Senior and have an art index of 3.20 to qualify. (Majors only) (Offered upon request) 1, 2, 3 credits

ART 4711, 4712, 4713 INDEPENDENT STUDY: ART HISTORY
Advanced work on an individual basis in art history. Student must present a plan of study and work for approval by the instructor and the Chairperson before permission will be granted. Student must be a Junior or Senior and have an art
American Sign Language Courses

ASL 1010 BEGINNING AMERICAN SIGN LANGUAGE I
(formerly ASL 101)
This course is an introduction to American Sign Language (ASL). Students will focus on mastering the basics of finger-spelling, numbers, colors, facial grammar and sentence structure. Students will also learn conversational/cultural behaviors necessary to hold a beginning-level conversation in ASL with deaf/hard-of-hearing native users of the language. Introductory information about the Deaf Community and Deaf Culture will also be presented to provide students with a broad understanding of the language and culture. This course is intended for students who have no experience with the language. NOTE: Students who took SLP 2750 or SLP 2760 should consult with the Chair of the Department of Language and Cultures for placement. Prerequisites: None. (Offered Fall, Spring) Fee-$42.00. 3 credits

ASL 1020 BEGINNING AMERICAN SIGN LANGUAGE II
(formerly ASL 102)
This course is a continuation of basic aspects of American Sign Language (ASL) taught in ASL 1010. Students will continue to focus on fingerspelling, numbers, facial grammar and sentence structure. Students will also further develop the conversational/cultural behaviors necessary to hold a beginning-level conversation. Additional cultural information will be presented as well as to aid student development of awareness and appreciation for the unique linguistic relationship between language and culture among those deaf/hard-of-hearing individuals who use ASL to communicate. This course is intended for students who have previous experience with the language and/or have taken ASL 1010. NOTE: Students who took SLP 2750 or SLP 2760 should consult with the Chair of the Department of Languages and Cultures for placement. (Offered Fall, Spring) Fee-$42.00. 3 credits

ASL 2010 BEGINNING AMERICAN SIGN LANGUAGE I
(formerly ASL 101)
This course is an introduction to American Sign Language (ASL). Students will focus on mastering the basics of finger-spelling, numbers, colors, facial grammar and sentence structure. Students will also learn conversational/cultural behaviors necessary to hold a beginning-level conversation in ASL with deaf/hard-of-hearing native users of the language. Introductory information about the Deaf Community and Deaf Culture will also be presented to provide students with a broad understanding of the language and culture. This course is intended for students who have no experience with the language. NOTE: Students who took SLP 2750 or SLP 2760 should consult with the Chair of the Department of Languages and Cultures for placement. Prerequisites: None. (Offered Fall, Spring) Fee-$42.00. 3 credits

ASL 2010 INTERMEDIATE AMERICAN SIGN LANGUAGE I
(formerly ASL 201)
Continuation and expansion on concepts and principles of the overview of American Sign Language taught in ASL 1010 and ASL 1020. Students continue to learn the basics for communication with deaf individuals; they also learn how to express abstract concepts in ASL. Course includes receptive and expressive readiness activities, sign vocabulary, ASL grammatical structure, receptive and expressive finger spelling, conversational behaviors and various aspects of deaf culture and an introduction to sociolinguistics of ASL. This course is intended for students who have previous experiences with the language and/or have taken ASL 1020. NOTE: Students who took SLP 2750 or SLP 2760 should consult with the Chair of the Department of Languages and Cultures for placement. (Offered Fall) Fee-$42.00. 3 credits

ASL 2150 INTERMEDIATE AMERICAN SIGN LANGUAGE II
(formerly ASL 215)
Continuation of ASL 2010. Students continue to learn the basics for communication with deaf individuals. They also learn the use of formal versus informal sign register; sign variation by region, age, and gender; social factors that give rise to code switching; and political and cultural evolution of the U.S. Deaf community. Course is designed to develop greater fluency in expressive signing, and develop confidence in receptive skills. Prerequisite: ASL 2010. (Offered Spring) Fee-$42.00. 3 credits

ASL 4701, 4702, 4703 INDEPENDENT STUDY
Independent study is offered in a selected area of interest with Chairperson approval. The student works under the guidance of a faculty member, who must consent to sponsor student prior to approval by the Chairperson. (Offered upon request) 1, 2, 3 credits

Biology, Chemistry and Environmental Studies Courses

CHE CHEMISTRY
Refer to by subject under CHE courses.

ENV ENVIRONMENTAL STUDIES
Refer to by subject under ENV courses.
ESC EARTH SCIENCE
Refer to by subject under ESC courses.

GEO GEOGRAPHY
Refer to by subject under GEO courses.

PHY PHYSICS
Refer to by subject under PHY courses.

BIO 1100 BASIC HUMAN BIOLOGY
(formerly BIO 110)
A basic treatment of structure and function of the human body based upon biological principles. Credit not allowed toward the major or minor sequence. (Satisfies general education) (Offered Fall, Spring) 3 credits

BIO 1110 LABORATORY HUMAN BIOLOGY
(formerly BIO 111)
A basic treatment of structure and function of the human body. A companion laboratory course to BIO 1100, Basic Human Biology. Prerequisite or Corequisite: BIO 1100. Two lab hours per week. (Offered Fall, Spring) Fee-$78.00. 1 credit

BIO 1120 INTEGRATED BIOLOGICAL SCIENCES
(formerly BIO 112)
A course designed to study the fundamental scientific principles operative in living things, which include plant, animal and human biology. Credit not applied toward the Biology minor sequence. (Satisfies general education) (Offered Fall, Spring) Fee-$78.00. 3 credits

BIO 1200 ANATOMY AND PHYSIOLOGY I
(formerly BIO 120)
Part I is a comprehensive, in-depth study of the human body encompassing basic concepts of cell structure and function, as well as general histology. An anatomical and physiological approach to each of the following systems is pursued with medical ramifications where applicable — integumentary, skeletal, muscular, reproductive, central and peripheral nervous systems along with basic concepts of development and genetics. A minimum grade of “C+” is required for Nursing. Cardiovascular Technology, Respiratory Care and Nuclear Medicine Technology majors require a grade of “C+” to progress in their respective programs. Three lectures and two lab hours per week. Prerequisite: Minimum of 26 on the Reading subscore of the EBRW section of the SAT Exam or a 20 on the reading section of the ACT is required to enter this course or completion of ENG 0900 or ENG 1010 with a “C” or better, as well as high school biology. (Offered Fall, Spring) Fee-$78.00. 4 credits

BIO 1210 ANATOMY AND PHYSIOLOGY II
(formerly BIO 121)
Part II Continuation of the in-depth study of the human body initiated in BIO 1200. The sense organs and the remaining systems-circulatory, cardiovascular, lymphatic, immunological, respiratory, digestive, excretory, endocrine, and the basic concepts of metabolism and electrolytic balance are included. Minimum grade of “C+” required for Nursing. Cardiovascular Technology, Respiratory Care and Nuclear Medicine Technology majors require a grade of “C+” to progress in their respective programs. Three lectures and two lab hours per week. Prerequisite: Minimum of 26 on the Reading subscore of the EBRW section of the SAT Exam or a 20 on the reading section of the ACT is required to enter this course or completion of ENG 0900 or ENG 1010 with a “C” or better, as well as high school biology. (Offered Fall, Spring) Fee-$78.00. 4 credits

BIO 1260 GENERAL BIOLOGY I
(formerly BIO 126)
A study of basic biological mechanisms at the cellular and molecular levels. Covers the organization of cells, cellular energy metabolism, cellular reproduction and genetics. Three lecture hours and three lab hours per week. Prerequisite: Minimum of 26 on the Reading subscore of the EBRW section of the SAT Exam or a 20 on the reading section of the ACT is required to enter this course or completion of ENG 0900 or ENG 1010 with a “C” or better, as well as high school biology. (Required for Biology Majors) (Offered Fall) Fee-$78.00. 4 credits

BIO 1270 GENERAL BIOLOGY II
(formerly BIO 127)
A continuation of BIO 1260. Includes basic mechanisms of evolution and biological diversity, principles of organ systems in plants and animals and an introduction to ecology. Three lecture hours and three lab hours per week. Prerequisite: Minimum of 26 on the Reading subscore of the EBRW section of the SAT Exam or a 20 on the reading section of the ACT is required to enter this course or completion of ENG 0900 or ENG 1010 with a “C” or better, as well as high school biology. (Required for Biology Majors) (Offered Spring) Fee-$78.00. 4 credits

BIO 1500 ECOLOGY
(formerly BIO 150)
A study of the relationship between organisms and their environment. Field trips will be required. Two lecture hours and two lab hours per week. Satisfies General Education. General Prerequisite: BIO 1100 or 1120 or 1200 or 1260. (Offered Fall) Fee-$78.00. 3 credits

BIO 1510 MARINE BIOLOGY
(formerly BIO 151)
A study of marine organisms and their aquatic habitats. Field trips will be required. Two lecture hours and two lab hours per week. Satisfies General Education. General Prerequisite: BIO 1100 or 1120 or 1200 or 1260. (Offered Spring) Fee-$78.00. 3 credits

BIO 2100 HISTORY OF BIOLOGY
(formerly BIO 210)
An investigation of the sources and development of biological ideas and advances from ancient times. Prerequisite: 1 year BIO 1000’s. (Offered Alternate Spring) 3 credits

BIO 2200 LABORATORY TECHNIQUES
(formerly BIO 220)
An introduction to clinical laboratory procedures: hematology, bacteriology, physiology, histology. Training in the use of
testing instruments and of audiovisual equipment. One lecture and four lab hours per week. Prerequisite: BIO 2450. Fee-$78.00. (Offered Alternate Fall) 3 credits

**BIO 2220 INTERMEDIATE PHYSIOLOGY**  
*(formerly BIO 222)*  
A study of vertebrate physiology that details the following systems: Muscular, Cardiovascular, Respiratory, Nervous, Urinary and Reproductive. Attention is given to the integration of biochemical, cellular, tissue and organ functions that characterize the systemic contribution to the physiological state of homeostasis. Prerequisites: BIO 1210 or 1270 (Offered Fall) 3 credits

**BIO 2320 BIOLOGY OF FORENSICS**  
*(formerly BIO 232)*  
An introduction to the diverse fields of biology-based forensics. By developing a base of knowledge in these fields, the student will gain a better insight as to the role Biology plays in forensic science. Through introduction of each specialty, the student will also appreciate the interface of overall role each field plays in a successful criminal investigation. 3 credits

**BIO 2400 DEVELOPMENTAL BIOLOGY**  
*(formerly BIO 240)*  
In this course, we answer the most fundamental question in biology: How does a single cell grow and develop into an organism with different cell types, tissues and organ systems? You will become familiar with the different patterns of development from gametogenesis, fertilization, cleavage, gastrulation, neurulation, and organogenesis. These developmental stages will be examined through different model organism including the sea urchin, Xenopus, Drosophila, chick and mouse. We will look at cellular mechanisms and pathways central to development, with an emphasis of the RTK and Wnt signaling pathways. Stress is placed upon the morphological development of the three germ layers and how each contributes to the organ systems in vertebrate development. Prerequisites: BIO 1200 and 1210 OR BIO 1260, 1270 and 2220. 3 credits

**BIO 2420 GENETICS**  
*(formerly BIO 242; BIO 142 and formerly 3 credits)*  
An in-depth study of variation and heredity, including transmission, cytological and biochemical genetics, with particular emphasis on modern applications. Three lecture and three lab hours. General Prerequisite: BIO 1200 or BIO 1260. (Offered Spring) Fee-$78.00. 4 credits

**BIO 2450 MICROBIOLOGY**  
*(formerly BIO 245; BIO 145)*  
A study of groups of microorganisms: bacteria, fungi, algae, protozoa and viruses. Discussion of new ideas in biotechnology. Laboratory techniques of isolation, cultivation and identification emphasizing bacteria. Minimum critical reading SAT test score of 480 is required to enter this course or completion of ENG 0900 or ENG 1010 with a grade of “C” or better. Three lecture and two lab hours per week. Prerequisites: BIO 1270 or permission of Chairperson. Nursing majors must earn a “C+” or higher in BIO 1200 to take BIO 2450. (Offered Fall, Spring, Summer) Fee-$78.00. 4 credits

**BIO 2470 NUTRITION FOR HEALTH**  
*(formerly BIO 247)*  
This theory course examines nutrition as an integral factor in maintaining optimal health. Diets specific to age, ethnicity, culture and religion will be examined. The chemical components of food will be discussed with focus placed on current recommendations for healthy nutrition across the life span. Current research concerning the value of dietary supplements, diet as a component of complementary and alternative medical therapies, barriers to healthy nutritional practices, life style factors and trends will be explored. This is a Level II course for nursing majors. Recommended prior courses for Nursing Majors: BIO 1200 and/or CHE 1120. Prerequisites for Biology Majors: BIO 1260, BIO 1270, and/or CHE 1320. Not to be used for Biology/Childhood or Biology/Adolescence Education majors towards their 200-level major elective requirements. (Offered Fall, Spring) 2 credits

**BIO 2570 SCIENTIFIC RESEARCH TECHNIQUES**  
*(formerly BIO 257)*  
*Writing-Intensive Course*  
A study of scientific research tools including utilization of library resources, data collection, statistical interpretation of data and skilled scientific writing. Literature research in BIO 2570 is a prerequisite for laboratory research undertaken in BIO 4800. Prerequisite: Sophomore or Junior standing for Biology majors and Sophomore standing for Biology Education majors. (Offered Fall, Spring) 2 credits

**BIO 2900H (HONORS) SCIENTIFIC DISCOVERY AND THE DEVELOPMENT OF THE EMPIRICAL METHOD**  
*(formerly BIO 280H; BIO 380H)*  
The development of scientific investigation and inquiry will be chronicled emphasizing scientific concepts and laws and their impact on history, philosophy and culture of science. Honors Program students only. (Offered Fall) Fee-$78.00. 3 credits

**BIO 3120 BIOLOGY OF AGING**  
*(also GRN 3120; formerly also GRN 312; formerly BIO 312; BIO 212; GRN 212)*  
A study of the effects of the aging process on body structure and function. Attention is given to current theories on aging, retardation of aging and means of maintaining health in the elderly. Prerequisite: BIO 1100, 1120, 1210 or BIO 1270. 3 credits

**BIO 3200 GENOMICS AND PERSONALIZED MEDICINE**  
*(formerly BIO 320)*  
With the advance of companies like 23andMe, Ancestry and Helix people now have access to their own genotype of clinically relevant variants. In this laboratory, students will create their own genotyping assay, from choosing a gene or variant of interest, to applying bioinformatics tools to the variant, to testing our assay on genomic DNA. Students who are interested in the application of genomics and personalized medicine in a career in pharmaceuticals or healthcare would especially benefit from this course. 3 credits
BIO 3201 GENOMICS AND PERSONALIZED MEDICINE LABORATORY  
(formerly BIO 321)  
With the advance of genomics, treatment can be individualized and potentially matched to a patient’s genetic, protein and environmental variants. We will examine the anatomy of the genome including structural variants such as copy number variations, and single nucleotide polymorphisms. Students will learn about molecular diagnostic techniques used to identify variations such as whole genome analysis, genome wide association studies (GWAS) and genotyping techniques. Students will look at the impact of personalized or precision medicine health care. Fee-$78.00. 1 credit

BIO 3300 HISTOLOGY AND MICRO TECHNIQUES  
(formerly BIO 330; BIO 230)  
Basic organization of the tissues of the vertebrate body. Emphasis on derivation and functional activity. Principles and application of tissue preparation and sectioning for microscopic examination included in lecture and laboratory periods. Two lecture and two lab hours per week. Prerequisite: BIO 1200 and BIO 1210 or BIO 1260 and BIO 1270. Fee-$78.00. 3 credits

BIO 3400 COMPARATIVE ANATOMY  
(formerly BIO 340; BIO 240; Embryology and Comparative Anatomy II)  
Includes the historical evaluation and diagnostic characteristics of the Chordates, theories and principles of evolution, taxonomic classification and interrelationships among Chordates. An in-depth comparative anatomical approach to each of the following systems is studied: integumentary, skeletal, muscular, alimentary, respiratory, cardiovascular, lymphatic, urogenital, nervous and endocrine. Two lecture hours and four lab hours per week. Prerequisite: BIO 1210 or BIO 2220. Fee-$78.00. 4 credits

BIO 3410 EMBRYOLOGY  
(formerly BIO 341; BIO 241; Embryology and Comparative Anatomy I)  
An embryological study of Chordates from gametogenesis, fertilization, cleavage, gastrulation and neurulation in representative invertebrates, protochordates and vertebrates to a detailed study of mammalian embryogenesis, embryology and placentation. Stress is placed upon the morphological development of each organ system among the vertebrates. Two lecture hours and four lab hours per week. Prerequisite: BIO 1210 or BIO 2220. Fee-$78.00. 4 credits

BIO 3420 APPLICATIONS IN BIOINFORMATICS  
(formerly BIO 342)  
A study of the revolutionary technologies that have brought biology and computer science into the fused or “hybrid” science called bioinformatics. Basic computational algorithms are applied to answer biological questions and explore the rapidly growing fields of genomics and proteomics. Prerequisites: BIO 1270 and 2420 or permission of the Chairperson. Two lecture hours and two lab hours per week. (Offered Alternate Fall) Fee-$78.00. 3 credits

BIO 3430 CELL BIOLOGY  
(formerly BIO 343; BIO 243; formerly Cell Physiology)  
A study of the cell that integrates subcellular structure and function with regulatory mechanisms of cellular activities. Three lecture hours and three laboratory hours per week. Prerequisites: BIO 2200, 2420; 2 years of college chemistry required. Fee-$78.00. 4 credits

BIO 3480 ADVANCED HUMAN ANATOMY  
(formerly BIO 348)  
The curriculum for this biology major’s course is designed to build the groundwork for advanced classes in professional school. The course starts off with histology and the study of tissue level, includes a quick workshop on bones and muscles, before delving into nerves and blood vessels and the systems of the body. Imaging techniques including CT scans and x-ray radiography are used to introduce the student to the physician’s perspective. Body structure will be studied by organ systems and will involve a balance between gross anatomical study and histology. Form-function relationships will be emphasized. Three lecture hours per week. Prerequisites: BIO 1210 or these three courses: BIO 1260, BIO 1270 and BIO 2220. 3 credits

BIO 3500 ADVANCED MICROBIOLOGY  
(formerly BIO 350; BIO 250)  
In-depth study of microorganisms with emphasis on virology and medical microbiology. Discussion of current concepts in biotechnology. Laboratory focus on independent identification of bacteria. Two lecture and two lab hours per week. Prerequisite: BIO 2450. Fee-$78.00. 3 credits

BIO 3520 EVOLUTION  
(formerly BIO 352)  
A study of evolutionary biology. The range of topics includes the origins of life, genetic drift, selection, speciation and the macro-evolutionary trends in adaptive radiation and extinction. Evolutionary theory is examined in relation to its ability to explain biological complexity and structural anomalies in various taxa including humans. Prerequisites: BIO 1270, BIO 2420 or permission of the instructor. 3 credits

BIO 3540 HUMAN ORIGINS  
(also SOC 3540; formerly BIO/SOC 252, BIO 354/SOC 354, SOC 157, SOC 257;)  
(Offered Upon Request) 3 credits

BIO 3550 SIGNAL TRANSDUCTION  
(formerly BIO 355)  
Signal transduction is the method by which cellular “interpretation” of the environment and suitable responses to external and internal messages are conveyed. Through a variety of signal transduction mechanisms, the cell can maintain homeostasis, metabolic functions, adjust cell number, cell behavior and ultimately organismal physiology in multicellular organisms. Signal transduction impacts every aspect of cell molecular biology and physiology. This course will examine signal transductions mechanisms and their role on cellular homeostasis, survival and appropriate responses to disease processes. Prerequisite: BIO 2420; Recommended: BIO 3430. 3 credits
BIO 3560 HEMATOLOGY AND IMMUNOLOGY
(formerly BIO 356; BIO 256)
Introduction to hematopoiesis and hemostasis; fundamental study of the immune response: antigens, antibodies and their interactions. Two lecture hours, two laboratory hours per week. Prerequisite: BIO 2450. Fee-$78.00. 3 credits

BIO 3570 NEUROPHARMACOLOGY OF THE BRAIN
(formerly BIO 357)
This course explores the anatomical, biochemical, physiological and pharmacological aspects of brain function in the normal and pathological states. The major focus of the course is on the action of neurotransmitters, neuromodulators and neurohormones in regulating central nervous system function. Drugs used to treat neurological disorders and their possible mechanism of action are an integral part of the course, as are the effects of substances of abuse. Prerequisites: BIO 1200 and 1210 or BIO 1260, BIO 1270 and BIO 2220. 3 credits

BIO 3580 ENDOCRINOLOGY
(formerly BIO 358; BIO 258)
A study of the vertebrate endocrine system. Special focus will be on the cellular, biochemical and physiological roles of hormones. Among the endocrine glands and tissues to be studied are the hypothalamus, pituitary, pineal, thymus, thyroid, parathyroid, pancreas, gastrointestinal and reproductive structures. Prerequisite: BIO 1210 or 2220. 3 credits

BIO 3590 BIOLOGY OF CANCER
(formerly BIO 359)
Tumorigenesis is a multistep process driven by genetic and epigenetic changes that occur over time. Although cancer is a heterogeneous disease, many human tumors exhibit similar acquired physiological features, defined as the “Hallmarks of Cancer.” This course will cover the underlying molecular and cellular biology involved in carcinogenesis, tumor growth and metastasis. The implications of the biological findings on cancer prevention, diagnosis and treatment will be covered. Students will also learn about the latest concepts in cancer biology and cancer therapeutics. Prerequisites: BIO 1200 and BIO 1210 or BIO 1260 and BIO 1270. 3 credits

BIO 3620 FORENSIC ANALYSIS OF DNA
(formerly BIO 362)
A study of DNA and its application to the field of forensic science. Topics include the evolution of DNA ‘fingerprinting,’ the advent of DNA technologies and their advancement in modern applications. Three lecture hours per week. Prerequisite: BIO 1270 and 2420. 3 credits

BIO 3710 RESTORATION OF THE GULF I
(formerly BIO 371)
This course is intended for undergraduate Biology majors who wish to experience science at work in the post-disaster community through service learning. Scientific and ethical insight and responsibilities will be introduced in relation to environmental disturbances to the ecosystem caused by natural disaster. Students will also be introduced to the humanistic framework of the disaster in order to understand its impact on this special population. Prerequisite: BIO 1260, BIO 1270. 3 credits

BIO 3720 RESTORATION OF THE GULF II
(formerly BIO 372)
This course is intended for undergraduate Biology majors who wish to continue the experience of science at work in the post-disaster community through service learning. Scientific and ethical insight and responsibilities will be expanded in relation to environmental disturbances to the ecosystem caused by a natural disaster. Students need to provide their own transportation to the sites. Dates of required activities may change due to weather. 3 credits

BIO 3730 RESTORATION OF THE GULF II
(formerly BIO 373)
This course is intended for students who wish to experience science at work in Long Island communities impacted significantly by Hurricane Sandy through service learning. Scientific and ethical insight and responsibilities will be introduced in relation to environmental disturbances to the ecosystem caused by a natural disaster. Students will also expand the humanistic framework of the disaster in order to understand its impact on this special population. Prerequisite: BIO 1260, BIO 1270, BIO 3710. 3 credits

BIO 4600, 4610 FIELD EXPERIENCE IN BIOLOGY I, II
(formerly BIO 465, 466; BIO 225, 226)
An opportunity for undergraduate students to acquire practical and broadening experiences in off-campus sites: research, hospital, county and private laboratories. Requires designated off-campus hours, adherence to the criteria specified by the cooperating agency, and accountability to the Faculty sponsor and Chairperson of the Department. Completion of the laboratory/clinical regimen scheduled during the Summer antecedes the Fall Semester’s or follows the Spring semester’s classroom experience. Off-campus placements scheduled during the academic year require permission from the Chairperson. Prerequisite: Approval of Chairperson and the Faculty sponsor. Pass/Fail. (Offered Spring) 3, 3 credits

BIO 4701, 4702, 4703 INDEPENDENT STUDY
Independent study in an area approved by the chairperson for Senior Biology Majors with a minimum index in Biology of 3.0. The student works under the guidance of a member of the biology faculty. Faculty member must consent to sponsor student prior to approval by Departmental Chairperson. (Offered upon request) 1, 2, 3 credits

BIO 4800, 4810 RESEARCH IN BIOLOGY I, II
(formerly BIO 480, 481; BIO 280, 281)
Biology Majors undertake a research project that entails refining an experimental design, laboratory work, data collection and data analysis. Library research and preliminary experimental design must be completed in BIO 2570. Student groups established in BIO 2570 will continue to investigate the identified problem or question. Students will be instructed in basic laboratory and research methods during the progression
and completion of their research project. Dissemination and defense of scientific results will take place in BIO 4930. Research undertaken off-campus will require the prior approval of both a faculty mentor and the Departmental Chairperson. Prerequisites: BIO 2570 and Junior standing. BIO 4800 is a prerequisite for BIO 4810. Fee-$78.00 each course. 3, 3 credits

BIO 4900 BIOLOGY SEMINAR
(formerly BIO 497; BIO 270 and BIO 490; BIO 496)
Writing-Intensive Course
A study of a selected topic in science that investigates the reciprocal influence of scientific thought/scientific investigation and contemporary society. The investigation will demonstrate acquired knowledge of specific scientific research, methods and techniques, and critically analyze how such inquiry may raise questions that challenge social or moral standards and potentially reshape the design and direction of science. Required of all students matriculating for B.S. (Biology), B.S. (Adolescent and Childhood Education Programs). Prerequisite: Senior status or approval of Chairperson. (Offered Spring) 2 credits

BIO 4910 RESEARCH THESIS
(formerly BIO 494; BIO 293: Honors Thesis; BIO 493 Senior Thesis)
Writing-Intensive Course
Biology majors will expand on their reporting skills during a dissemination and defense of their scientific results obtained in BIO 4800. This work will be performed independently under the supervision of the faculty mentor from BIO 4800. In addition to a final written thesis, students will be required to present their work at a departmental colloquium. Prerequisite: BIO 2570 and BIO 4800. (Offered Fall) 2 credits

Business Law Courses

BLW 2400 BUSINESS LAW I
(formerly BLW 240; BUS 140; BUS 240)
This course provides an overview of the structure of the legal system and the legal environment of business decision-making. Particular emphasis is placed on ethics and social responsibility, contract law and the law of business organizations. The impact of Constitutional Law, Criminal Law, Tort Law, Internet Law and Intellectual Property Rights on business is also covered. (Offered Fall, Spring) 3 credits

BLW 2410 BUSINESS LAW II
(formerly BLW 241; BUS 141; BUS 241)
A continuation of Business Law I, the emphasis of this course is on the Uniform Commercial Code, Property Law and Estate Planning. The course will also cover Bankruptcy Law, Employment Law and the Law of Government Regulation. Prerequisite: BLW 2400. (Offered Fall, Spring) 3 credits

Business Management Courses

ACC ACCOUNTING
Refer to by subject under ACC courses.

BLW BUSINESS LAW
Refer to by subject under BLW courses.
ECO ECONOMICS
Refer to by subject under ECO courses.

FIN FINANCE
Refer to by subject under FIN courses.

MKT MARKETING
Refer to by subject under MKT courses.

BUS 1010 INTRODUCTION TO BUSINESS
(formerly BUS 101; BUS 201; ECO 101)
This course provides students with an introduction to the world of business. Students will study the many career options in the various business disciplines. The topics covered will include economics, management, operations, human resources, marketing, accounting and finance. 3 credits

BUS 1310 THE LANGUAGE OF BUSINESS: AN INTENSIVE INTRODUCTION TO EXCEL
(formerly BUS 131)
This course offers students the opportunity for an intensive experience to understand Excel functionality and to actively apply the learned skills to genuine business scenarios, including financial analysis, financial modeling and project management. Covered topics include creating and formatting worksheets, graphs and charts. The students will create mathematical equations and exploring Excel “canned” formulas. 1 credit

BUS 1450 BUSINESS RELATIONSHIPS
(formerly BUS 145)
This course is an introduction to executive-based learning through the use of business presentation, speaking and messaging skills to enhance the ability to deliver PowerPoint presentations, develop the proper form and speaking style that will resonate in business, create positive messages even from negative positions, modeling a problem-solving, can-do attitude for the audience. 1 credit

BUS 1460 APPLYING HR KNOWLEDGE - HIRING AND FIRING
(formerly BUS 146)
Regardless of one’s profession, one may find oneself supervising other employees. Inviting a person to join an organization (hiring), as well as, separating an employee (firing), are essential knowledge and skill areas for emerging supervisors. This one-credit course provides the working professional with a focused introduction into this aspect of workplace supervision and the role of the Human Resource Manager. Skill-building is an outcome of this course. The student will gain an understanding of how to create a job description, how to prepare to interview a qualified candidate and to understand how to separate or terminate an employee from the organization. The student will also explore and emerging issue that the Supervisor or Human Resource Manager will be responsible to manage for the organization. 1 credit

BUS 1720 TECHNICAL REPORT WRITING FOR BUSINESS

PROFESSIONALS
(formerly BUS 172)
This course is designed to improve business students’ ability to effectively analyze and write concise technical management and financial reports, as required by the accounting, finance, marketing and management professions. Specific focus will be on preparing technical business executive summaries and reports that effectively use graphs, tables and charts. Prerequisites: BUS 1010 and ACC 2600. 1 credit

BUS 2010 PRINCIPLES OF MANAGEMENT
(formerly BUS 201; BUS 301)
Writing-Intensive Course
The study of the fundamental functions of management within corporations. Topics included are: the structure and fundamentals of organizing, planning, leading and controlling. Prerequisite: BUS 1010 (Offered Fall, Spring) 3 credits

BUS 2250 UNDERSTANDING FINANCIAL PLANNING PROCESS AND INSURANCE
(formerly BUS 225)
This course provides the student the basics that will form the foundation of knowledge needed as a working financial service professional. It also serves as a mandatory prerequisite for a student to prepare and apply for the Certified Financial Planner™ Certification Examination. The financial planning process, as well as the legal, ethical and regulatory issues affecting financial planners, and time value money concepts are covered. The course continues with a discussion of the principles of risk management and insurance, allowing the student to identify a client’s risk exposure and select appropriate risk management techniques. 3 credits

BUS 2310 THE LANGUAGE OF BUSINESS: INTERMEDIATE EXCEL
(formerly BUS 231)
This course offers students the opportunity to extend their basic knowledge of Excel and to understand advanced Excel functionality. The students will apply learned skills to genuine business applications, including financial analysis and financial modeling. Topics will include a review of advanced financial formulas (present value, future value, internal rate of return etc.), and an introduction to logical and reference formulas. The student will also delve into how data can be manipulated in Excel. Finally, the student will explore how financial models are created. Prerequisite: BUS 1310. 1 credit

BUS 2730 FINANCIAL FUNDAMENTALS FOR NON-BUSINESS MAJORS
(formerly BUS 273)
This course is designed to equip non-business students with foundational analytical and technical skills in the following financial areas: profit model, time value of money, probability, and statistics. In this course, concepts are presented using hands-on exercises and Excel-based mini case studies. Recommended prerequisites: ACC 2600, CIS 1050, MAT 1150 (Statistics). 1 credit

BUS 3030 HUMAN RESOURCES MANAGEMENT
(formerly BUS 303; Management of Human Resources)
Topics in this course include: the social, legal and organizational contexts of human resource decisions; job analysis and human resource planning, recruitment and placement; training and evaluating employees; compensation and benefit plans; and union representation and collective bargaining. Prerequisite: BUS 2010. 3 credits

**BUS 3040 ORGANIZATIONAL BEHAVIOR**  
(formerly BUS 304)  
This course introduces students to the study of human behavior in organizations. A multidisciplinary approach is used to understand individual and group behavior. Topics include motivation, group dynamics, communication and leadership. Prerequisite: BUS 2010. (Offered Fall, Spring) 3 credits

**BUS 3070 SUSTAINABLE BUSINESS**  
(formerly BUS 307)  
The green business sector is rapidly expanding, led by entrepreneurs who strive to achieve the triple bottom line of "people, planet, and profits." Students will become familiar with the numerous types of "green businesses" that exist today and the many factors driving the increasing adoption of green business practices. The class will also look at corporate social responsibility and examples of green policies from large multinational corporations, and examine how businesses can earn profits without sacrificing the environment or human health. Prerequisite: BUS 2010. 3 credits

**BUS 3080 PROJECT MANAGEMENT**  
(formerly BUS 308)  
Students will be introduced to the foundations of project management and the role of the project leader. Today's business environment is project-driven. Students must have the needed skills and knowledge to lead a project team, monitor and control project work and to implement needed project changes. Students will gain the knowledge, skills and disposition required to initiate, plan, execute, monitor and ultimately close a project. Demonstrating ethical decision making as it relates to project leadership is an essential feature of this course. Prerequisites: BUS 2010, CIS 1050, MAT 1150. 3 credits

**BUS 3150 ENTREPRENEURSHIP**  
(formerly BUS 315)  
The course will familiarize students with entrepreneurship. Students will gain familiarity with the concept of entrepreneurship (What is it?); an understanding of the key steps to starting a business (How does it work?); and the confidence that they can launch a new venture themselves (I can do it!). Local entrepreneurs will present their stories and share their first-hand experience in being an entrepreneur. Prerequisite: BUS 1010. (Offered Fall, Spring) 3 credits

**BUS 3340 INTERNATIONAL BUSINESS**  
(formerly BUS 334; BUS 234)  
The study of international business includes the theories of international trade and investment and the international monetary system. The economic, cultural, political, legal and financial forces impacting business are studied and their effects analyzed. Prerequisites: BUS 1010 and ECO 2510 or ECO 2520. 3 credits

**BUS 3430 QUANTITATIVE ANALYSIS FOR BUSINESS APPLICATIONS**  
(formerly BUS 343)  
This course is designed to equip students with the analytical and technical skills essential for successful decision-making in business. The course will include Excel spreadsheet modeling in the following topic areas: break even analysis, regression, forecasting, stochastic probability, linear programming/optimization and decision analysis. Problem content will focus on operational, financial and economic applications. Prerequisites: CIS 1050 and MAT 1150, ACC 2610 strongly recommended. (Offered Fall, Spring) 3 credits

**BUS 3600 COMPUTER INFORMATION SYSTEMS IN BUSINESS**  
(also CIS 3600; formerly BUS/CIS 360; CIS 250)  
Prerequisites: CIS 1020 or 1050. (Offered Fall, Spring) Fee-$78.00. 3 credits

**BUS 3710 SOCIAL ENTREPRENEURSHIP ENCOUNTER**  
(also SWK 3710; formerly BUS/SWK 371) 2 credits

**BUS 3730 UNDERSTANDING INVESTMENT PLANNING**  
(formerly BUS 373)  
This course surveys a wide variety of investment vehicles that may be included in a client's portfolio, as well as client assessment, tax considerations, economic factors, valuation methods, asset allocation techniques, portfolio performance evaluation and more. Corequisite: BUS 2250. 3 credits

**BUS 3740 UNDERSTANDING INCOME TAX PLANNING**  
(formerly BUS 374)  
This course provides the student the basics that will form the foundation of knowledge needed as a working financial service professional. It also serves as a mandatory prerequisite for a student to prepare and apply for the Certified Financial Planner™ Certification Examination. The student will have an in-depth understanding of characteristics, uses and taxation of investment vehicles, understand types of investment risk and describe and quantity investment concepts. Additionally, coursework will cover asset allocation, portfolio diversification, equity and debt value techniques, investment strategies and client assessment. Corequisite: BUS 2250. 3 credits

**BUS 3750 UNDERSTANDING RETIREMENT PLANNING AND EMPLOYEE BENEFITS**  
(formerly BUS 375)  
The course covers all the major retirement-related issues. This includes retirement savings need analysis, qualified retirement plan design, social security, Medicare and more. In addition, group life, health and disability insurance; non-qualified deferred compensation; and other commonly provided employee benefits are examined. Corequisite: BUS 2250. 3 credits

**BUS 3760 UNDERSTANDING ESTATE PLANNING**  
(formerly BUS 376)
This course serves as a mandatory prerequisite for a student to prepare and apply for the Certified Financial Planner™ Certification Examination. Estate planning represents 15% of questions on the CFP Exam. The course provides students with an introduction to the process of developing an estate plan and understanding the tax consequences of an estate. Students will gain a working knowledge of estate planning concepts, including how and when estate taxes, gift taxes and generation skipping transfer taxes are applied. Topics will also include the process of transferring property to others during lifetime as well as through the probate process at death. Corequisite: BUS 2250. 3 credits

BUS 4500 STRATEGIC MANAGEMENT
(formerly BUS 484; BUS 284)
The study of strategic management concepts as they apply to corporations. Topics include strategy formulation encompassing assessment of a company’s strengths, opportunities, competitive threats and long-term objectives. Case studies and simulated exercises will be utilized to develop students’ strategic thinking. Prerequisites: BUS 2010, FIN 3500, MKT 2300. 3 credits

BUS 4600 BUSINESS INTERNSHIP I
(formerly BUS 460; BUS 280 Business Internship)
Professional experience in a business organization under the guidance of participating personnel at the place of business. During this experience, the student investigates and discusses in a seminar such topics as goal setting/job analysis and training techniques. To aid the student in evaluating the internship experience, the student keeps a journal to record goals and objectives, thoughts, feelings and evaluation about the business experiences and preparation for the position. The student is required to spend a minimum of 120 hours over the semester working at the internship site. In addition, students must attend weekly class meetings scheduled over the course of the semester. Prerequisite: Permission of Undergraduate Associate Dean. (Offered Fall, Spring) 3 credits

BUS 4701, 4702, 4703 INDEPENDENT STUDY
Independent study in an area approved by the Associate Dean for students with a minimum index of 3.0. The student works under the guidance of a member of the Business Faculty. Prerequisites: Senior standing and approval of the Associate Dean. (Offered upon request) 1, 2, 3 credits

BUS 4900 CAPSTONE
(formerly BUS 490; Entrepreneurship (Capstone))
Writing-Intensive Course
This is the capstone course that provides an overview of the entrepreneurial process and integrates the learning acquired in other business courses. Students will learn about the entrepreneurial perspective, creating and starting a new venture, as well as financing, managing and growing the venture. Students will be required to get involved with existing businesses to supplement and apply the principles covered in class to real situations. Prerequisite: Senior Standing. (Offered Fall, Spring) 3 credits

BUS 4910 FINANCIAL PLANNING CAPSTONE
(formerly BUS 496)
This course is a comprehensive, financial plan developmental capstone course that will require students to know, analyze, synthesize and apply all the elements of financial planning through the use of case studies. The steps taken in the financial planning process will be discussed in detail. The purpose of the capstone course is to require the financial planning student to demonstrate the ability to integrate and apply his or her knowledge of financial planning topics. Prerequisites: BUS 3730, 3740, 3750, 3760. 3 credits

GRADUATE-LEVEL COURSE DESCRIPTIONS FOR DUAL-DEGREE ACCOUNTING OR MANAGEMENT PROGRAM STUDENTS ONLY:

BUS 5010 MANAGERIAL ACCOUNTING AND REPORTING
See the Molloy College Graduate Catalog for a full course description and any fees. 3 credits

BUS 5100 MARKETING MANAGEMENT
See the Molloy College Graduate Catalog for a full course description and any fees. 3 credits

BUS 5110 ORGANIZATIONAL BEHAVIOR
See the Molloy College Graduate Catalog for a full course description and any fees. 3 credits

BUS 5150 BUSINESS ETHICS
See the Molloy College Graduate Catalog for a full course description and any fees. 3 credits

BUS 5200 FINANCIAL STATEMENT ANALYSIS
See the Molloy College Graduate Catalog for a full course description and any fees. 3 credits

BUS 5210 CORPORATE FINANCIAL MANAGEMENT
See the Molloy College Graduate Catalog for a full course description and any fees. 3 credits

BUS 5850 QUANTITATIVE ANALYSIS SUPPORTING MANAGERIAL DECISIONS
See the Molloy College Graduate Catalog for a full course description and any fees. 3 credits

Chemistry Courses

CHE 1030 CHEMISTRY IN TODAY’S WORLD
(formerly CHE 103)
A course in the modern cultural and environmental aspect of chemistry. Topics include drugs and medicine, food additives, household products, air, water and noise pollution, pesticides and energy resources. Two lecture hours and one 2-hour lab per week. Satisfies general education. Fee-$103.00. 3 credits
CHE 1080 FUNDAMENTALS OF CHEMISTRY LAB
(formerly CHE 108)
This laboratory course is designed to illustrate the basic principles of chemistry as presented in Chemistry 1090 and to familiarize students with laboratory techniques and data collection methods. Lab exercises to include measurements, atomic structure, chemical reactions, solution chemistry, nuclear chemistry, acids and bases. To be taken by students majoring in Allied Health Sciences. Two hours per week. Pre/Co-requisite: A passing grade in CHE 1090 or its equivalent. 1 credit

CHE 1090 FUNDAMENTALS OF CHEMISTRY
(formerly CHE 109)
An introduction to the principles of chemistry at their present state of development. Areas looked at include atomic structure, states of matter, chemical bonding, solutions, metric system and acids and bases. (Offered Fall, Spring, Intersession and Summer) 1 credit

CHE 1100 COLLEGE CHEMISTRY I
(formerly CHE 110)
An examination of the basic principles of general chemistry. Areas of concentration include systems of measurement, atomic structure, chemical bonding, chemical reactions, nuclear reactions, gasses, solutions and acids and bases. Prerequisites: High school chemistry or college chemistry courses. SAT Math score above 490 or a 19 on the math section of the ACT, and/or passed Regents Courses I and II. 3 credits

CHE 1120 ORGANIC AND BIOLOGICAL CHEMISTRY
(formerly CHE 112)
A survey of organic and biological chemistry with emphasis on the reactions of the major classes of organic compounds and their role in physiological processes. Three lecture hours and one 2-hour lab per week. Prerequisite: high school chemistry within the past 3 years, and/or CHE 1090. Minimum of 26 on the Reading subscore of the EBRW section of the SAT Exam or a 20 on the reading section of the ACT is required to enter this course, or completion of ENG 0900 or ENG 1010 with a “C” or better. (Offered Fall, Spring, Summer) Fee-$103.00. 2 credits

CHE 1130 ORGANIC AND BIOLOGICAL CHEMISTRY FOR ALLIED HEALTH
(formerly CHE 113)
A survey of organic and biological chemistry for Allied Health majors. Three lecture hours per week. Prerequisite: high school chemistry within the past 5 years or college chemistry courses. Satisfies General Education. 3 credits

CHE 1320 INORGANIC CHEMISTRY I
(formerly CHE 132)
Fundamental principles of modern inorganic chemistry. Includes atomic and molecular structure; bonding; solids, liquids and gases; solutions; periodic relationships of the elements. Three lecture hours and one 2-hour lab per week. Prerequisite: High school chemistry within the past 3 years or college chemistry courses. SAT math scores above 490 or a 19 on the math section of the ACT; and/or passed Regents Courses I and II; minimum of 26 on the Reading subscore of the EBRW section of the SAT Exam or a 20 on the reading section of the ACT is required to enter this course, or completion of ENG 0900 or ENG 1010 with a “C” or better. Satisfies general education. (Offered Fall) Fee-$103.00. 4 credits

CHE 1330 INORGANIC CHEMISTRY II
(formerly CHE 133)
A more advanced approach to the theory of inorganic reactions and structure. Particular emphasis on thermodynamics and kinetics, chemical equilibrium applications, electrochemistry and redox reactions, nuclear chemistry. Four lecture hours and one 3-hour lab per week. Prerequisite: High school chemistry within the past 3 years or college chemistry courses. SAT math scores above 490 or a 19 on the math section of the ACT; and/or passed Regents Courses I and II; minimum of 26 on the Reading subscore of the EBRW section of the SAT Exam or a 20 on the reading section of the ACT is required to enter this course, or completion of ENG 0900 or ENG 1010 with a “C” or better. Satisfies general education. (Offered Spring) Fee-$93.00. 5 credits

CHE 1400 CHEMISTRY OF “BREAKING BAD”
(formerly CHE 140)
The tale of Walter White, high-school chemistry teacher turned meth kingpin unfolded in the hit AMC drama “Breaking Bad”. Although it wasn’t always flawlessly accurate, it remained grounded in the basic principles of chemistry. In this course, students will view some of the episodes of the series and learn about the chemistry detailed in the episode. 2 credits

CHE 2000 ORGANIC CHEMISTRY I
(formerly CHE 200)
A survey of aliphatic and aromatic carbon compounds; relationships of structure and reactions. Three lecture hours and one 2-hour lab per week. Prerequisite: A passing grade in both CHE 1320 and CHE 1330; Equivalent transfer courses allowed subject to Chairperson approval. (Offered Fall) Fee-$103.00. 4 credits

CHE 2010 ORGANIC CHEMISTRY II
(formerly CHE 201)
Continuation of the study of classes of organic compounds. Emphasis on reaction mechanisms, applications of spectroscopy and syntheses. Three lecture hours and one 4-hour lab per week. Prerequisite: A passing grade in CHE 2000. (Offered Spring) Fee-$93.00. 5 credits

CHE 3200 BIOCHEMISTRY
(formerly CHE 320; CHE 220)
A study of the chemical and metabolic significance of the constituents of living matter, and the energy changes associated with their biological transformations. Three lecture hours and one 3-hour lab per week. Prerequisite: CHE 2000. (Offered Fall, Spring) Fee-$78.00. 4 credits

CHE 3500 ANALYTICAL CHEMISTRY
(formerly CHE 350; Environmental Chemistry; CHE 250 or 350)
The separation, identification and determination of components in inorganic and organic samples. The students will learn preparation techniques, methods of application, data analysis and report writing. One and a half hour (1 1/2) theory and three
hour (3) of laboratory session per week. **3 credits**

**CHE 4701, 4702, 4703 INDEPENDENT STUDY**

Advanced work on an individual basis under the direction of a departmental member. Prerequisite: Approval of Department Chairperson of plan of study. (Offered upon request) **1, 2, 3 credits**

### Chinese (Mandarin) Courses

**CHI 1010 BEGINNING MANDARIN CHINESE I**

*(formerly CHI 101)*

This is an introductory course that focuses on the development of communicative competency in modern spoken and written Mandarin. It affords students the opportunity to practice speaking, listening, reading and writing skills in Mandarin, as well as to gain knowledge and understanding of the culture. Tones, standard accents and pronunciation are stressed at the early stage. Particular emphasis is placed on the systematic mastery of vocabulary and conversational skills. CHI 1010 is intended for students with little or no previous experience in the language. (Offered Fall, Spring) Fee-$42.00. **3 credits**

**CHI 1020 BEGINNING MANDARIN CHINESE II**

*(formerly CHI 102)*

This course focuses on continuing to development basic communicative competency in the Modern spoken and written Mandarin. Students practice speaking, listening, reading and writing skills in Mandarin, as well as gain knowledge and understanding of the culture. Tones, standard accents and pronunciation are stressed at the early stage. Particular emphasis is placed on the systematic mastery of vocabulary and conversational skills. CHI 1020 is intended for students who have taken CHI 1010 or 3 or more years of Mandarin at the secondary level. (Offered Fall, Spring) Fee-$42.00. **3 credits**

**CHI 2010 BEGINNING MANDARIN CHINESE III**

*(formerly CHI 201)*

This course is designed to reinforce and expand the necessary skills acquired in previous courses and to achieve the next step towards communicative proficiency in Mandarin. Emphasis is placed on the study of more advanced grammatical structures, vocabulary and idiomatic expressions. Students will read a variety of high interest texts as well as experience videos, music, news broadcasts, etc., that provide models for discussion and writing, and that are a means for understanding the contemporary culture of China. Prerequisite: CHI 1020. (Offered upon request) Fee-$42.00. **3 credits**

### CIS - Computer Information Systems Courses

**CIS 1000 COMPUTER SYSTEM INTRODUCTION**

*(also CSC 1000; formerly CIS/CSC 100)*

(Offered Fall) Fee-$78.00. **3 credits**

**CIS 1020 COMPUTER APPLICATIONS AND CIS**

*(also CSC 1020; equivalent to CSC 1050/105; formerly CIS 102/CSC 102; Computer Applications;)*

Students will gain mastery of the use of personal computer operating system software and applications, such as word processing, spreadsheets, presentation software and database management software. This is a hands-on course in which the students will develop projects in each of these areas of office automation. The software used is Microsoft Office Suite, including Word, Excel, PowerPoint and Access in a Windows environment. This course covers material also taught in CIS 1050 and will be noted as a repeat for students who have transferred or already completed CIS 1050. Fee-$78.00. **3 credits**
CIS 1030 VISUAL PROGRAMMING
(also CSC 1030; formerly CIS/CSC 103; Visual Basic-Object Oriented Programming I)
(Offered Spring) Fee-$78.00. 3 credits

CIS 1040 MATHEMATICAL ANALYSIS USING MICROSOFT
(also CSC 1040; formerly CIS/CSC 104)
The application of Microsoft Excel for statistical analysis and decision making. This is a hands-on course where the students will learn and use advanced features in Excel for data analysis, forecasting and optimization. Prerequisites: Three years of high school math (Math A or B) and CIS 1020 or working knowledge of Excel with department approval. (Offered upon request) Fee-$78.00. 1 credit

CIS 1050 COMPUTER APPLICATIONS FOR BUSINESS
(formerly CIS 105; equivalent to CIS/CSC 1020; formerly equivalent to CIS/CSC 102)
This course provides business students with in-depth, hands-on experience in the use of spreadsheet software for corporations. The student will be taught to use Excel in a wide range of business applications, including producing financial reports, managing budgets, forecasting demand and supporting management decision-making. Knowledge of PowerPoint will be used to develop professional presentations. The software used is the Microsoft Office Suite components of Excel and PowerPoint. This course covers material also taught in CIS 1020 and will be noted as a repeat for students who have transferred or already completed CIS 1020. (Offered Fall, Spring) Fee-$78.00 3 credits

CIS 1120 INTRODUCTION TO WEB DESIGN AND DEVELOPMENT
(formerly CIS 112; renumbered from past cross-listing of ECO 112; formerly Web Applications: CIS and Electronic Commerce)
Students will learn to create and design web pages using markup and style sheet languages such as HTML and CSS. Topics include selectors, inheritance, the box model, tables, page flow, forms, page validation, media, methods for creating multicolumn layouts along with the tradeoffs between them and the fundamentals of responsive web design. Students will also be introduced to various online tools that assist in web page creation and publishing. Throughout the course, there will be an emphasis on the separation of structure and presentation and code readability and maintainability. At the conclusion, students will create their own websites that adhere to the principles and guidelines taught throughout the course. (Offered Fall) Fee-$78.00. 3 credits

CIS 2240 INTRODUCTION TO DATABASE MANAGEMENT
(also CSC 2240; formerly CIS 224; CIS 124)
Through mastery of a database management system, students will explore the effective management and utilization of data. Topics of database theory will be introduced in conjunction with the specific capabilities of the software. (Offered Fall) Fee-$78.00. 3 credits

CIS 2350 OBJECT-ORIENTED PROGRAMMING AND DESIGN
(also CSC 2350; formerly CIS/CSC 235 Introduction to Web Scripting; also CSC 2350; formerly CIS/CSC 235 Object-Oriented Programming II)
A project-based class where students will learn the principles of object oriented programming and sound design through the creation of a graphical web application game from scratch. The project tasks will provide students with practical experience decomposing large problems into smaller ones and using interfaces, abstract base classes, inheritance, polymorphism, documentation generation tools, and testing frameworks. They will also give students an understanding of the importance of the use of abstraction, encapsulation, clear documentation, thorough unit testing, and the separation of concerns. After the class, students will have created a framework that will make it easier to design other games. Prerequisite: CIS/CSC 1030 or CSC 1200. (Offered Fall) Fee-$78.00. 3 credits

CIS 2550 COMPUTER ETHICS AND SECURITY
(formerly CIS 255; CIS 155)
A study of ethical, social and legal issues in computer technology and methods used to protect security. Questions deal with privacy, piracy, viruses, intellectual property, identity theft, cybercrime, security of electronic transactions and reliability of programs essential to safety. Fee-$78.00. 3 credits

CIS 2740 INTERACTIVE MULTIMEDIA DESIGN
(also ART 2740; formerly ART/CIS 274) Fee-$88.00. 3 credits

CIS 3180 SYSTEMS ANALYSIS AND DESIGN
(formerly CIS 318; Analysis and Logical Design of an Information System)
The concepts and tools for the analysis and design of information systems in business are presented. The focus is on structured analysis and design techniques using the ideas of logical data flow diagrams, extended entity-relationship models, user interface prototypes and process diagrams. The Systems Development Life Cycle, prototyping, feasibility studies and CASE tools are incorporated. Prerequisite: CIS 2240. Fee-$78.00. 3 credits

CIS 3260 ADVANCED DATABASE MANAGEMENT
(formerly CIS 326; CIS 226)
Advanced theory of database management and applied database management. Students will design and implement corporate databases using SQL. Prerequisite: CIS 2240. (Offered upon request) Fee-$78.00. 3 credits

CIS 3390 NETWORKS I-LOCAL AREA NETWORKS
(also, CSC 3390; formerly CIS 339; CIS 239)
Students will study the design, construction and management of local area networks. Topics covered will include: networking standards and the OSI model, network protocols, network media, physical and logical topologies including Ethernet, connectivity hardware including hubs, bridges, switches and routers and troubleshooting and maintaining local area networks. Fee-$78.00. 3 credits

CIS 3400 NETWORKS II-WIDE AREA NETWORKS
(formerly CIS 340; CIS 240)
Students will study the design, construction and management of wide area networks. This will include physical and logical topologies, network hardware, network operating systems,
CIS 3600 COMPUTER INFORMATION SYSTEMS IN BUSINESS
*(formerly BUS 3600; formerly BUS/CIS 360; CIS 250)*

**Writing-Intensive Course**
This course examines the use of computer-based information systems in large, typically global corporations, to support the information needs of all levels of the organization. Students learn about the hardware and application software architecture, the organization issues, the system development processes and the decision support tools used in industry. The role of Information Technology in the corporation’s strategic plans and in providing a competitive advantage is studied. Prerequisites: CIS 1020 or 1050. (Offered Fall, Spring) Fee-$78.00. **3 credits**

COM 1170 EXPERIENCES IN MEDIA LITERACY
*(formerly COM 117)*
This course is an introduction to media analysis. Students will learn to ‘read’ media texts (films, television, social media) through the formal elements and language particular to media. Topics for film and television include camera, sound, mise-en-scene and genres. Social media analysis focuses on the elements that make up patterns and applications (online communities, privacy, content). Student assignments emphasize oral presentations. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall, Spring) **3 credits**

COM 1200 ORAL INTERPRETATION OF CHILDREN’S LITERATURE
*(formerly COM 120; COM 152)*
Study of representative types of literature for children including the picture book, folk literature, modern tales and poetry. Practice in communicating this literature through storytelling and other forms of interpretation. A significant portion (at least 50%) is formal oral presentation work. Meets the Speech Communication General Education requirement for Childhood Education majors. This is a Communications Speech General Education course. (Offered Spring) **3 credits**

COM 1220 CREATIVE DRAMA
*(formerly COM 122; COM 156)*
Development of poise and self-confidence through participation in pantomime, improvisation and exercises to expand creativity in expression and movement. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall) **3 credits**

COM 1310 UNDERSTANDING SOCIAL MEDIA
*(formerly COM 131)*
The course covers the emerging trend of social media. Students will learn about different forms of social media (Facebook, Twitter, YouTube, etc.), how they are used, the social and ethical issues they raise and the ways they are altering our culture. **1 credit**

COM 2100 PUBLIC SPEAKING
*(formerly COM 210; COM 112)*
Experience in the preparation, design, and delivery of oral presentations, including an understanding of audiences and settings. Attention will be given to techniques of informative and persuasive speeches. Emphasis on the development of professional presentation and speaking skills. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall, Spring) **3 credits**

COM 2110 GENDER AND COMMUNICATION
*(formerly COM 211; COM 138 Women and Communication)*
Study of the complex ways in which communication, gender and culture interact. Exploration of the ways gender is
An introduction to communication phenomena in the setting of the family. The goal is to understand how we develop, socially constructed and how one’s verbal, nonverbal and mediated communication affirms or challenges prevailing gender standards. Students will participate in research and oral presentations on gender-related topics. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall, Spring) 3 credits

COM 2130 INTERCULTURAL COMMUNICATION
(formerly COM 213; COM 314)
An exploration of global and national multiculturalism, focusing especially on communication processes. Designed to give students the knowledge to become effective communicators with people from diverse international cultures and American co-cultures. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall, Spring) 3 credits

COM 2150 COMMUNICATIONS IN HEALTHCARE
(formerly COM 215)
This course is designed to advance knowledge of health communication theory, research and practice. The major course objective is to provide a solid foundation for evaluating and conducting health communication campaigns including planning, initiation and assessment. The focus will be upon the various contexts of health communication including interpersonal, small group, mass media and organizational templates for message generation. By the course’s culmination, it is hoped a broader appreciation will be cultivated for and understanding of the importance, value and impact of health communication upon patients, families, caregivers, nurses, physicians and health care managers. Specifically, through readings, in-class lecture, discussion, assignments and experiential activities, this class will explore the theory, research and skills associated with communicating in various care contexts. 1 credit

COM 2220 MEDIA, CULTURE AND SOCIETY
(also SOC 2220; formerly COM/SOC 222) 3 credits

COM 2240 CONFLICT AND COMMUNICATION
(formerly COM 224; Conflict Resolution)
This course provides the opportunity for students to examine conflict in everyday life, with a particular focus on the role that communication plays in the development and management of conflict situations. The course covers the primary literature on conflict and communication: definitions and concepts, power, causes and development of conflict in interpersonal, organizational and intercultural settings, with some attention to conflict management strategies. However, the course will primarily focus on the application of theory to conflict in the everyday lives of people. Students will identify a specific area of organizational or other life situation in which they encounter conflict and toward which they would prefer to direct their own research and application. 3 credits

COM 2250 FAMILY COMMUNICATION
(formerly COM 225)
An introduction to communication phenomena in the setting of the family. The goal is to understand how we develop, maintain, enhance or disturb family relationships through communication. The course covers verbal and nonverbal skills as they apply to family communication. (Offered Spring) 3 credits

COM 2260 INTRODUCTION TO NEW MEDIA
(also ENG/NMD 2260; formerly also ENG 226/NMD/COM 243) 3 credits

COM 2280 WRITING FOR THE WEB
(now listed as NMD 2280/ENG 2280; formerly COM 228)

COM 2290 EXPERIENCES IN CORPORATE COMMUNICATIONS
(formerly COM 229)
Corporate Communications is a management function responsible for maintaining, developing and protecting corporate identity and brand image via internal and external communications to key constituents. This course focuses on the development of key message delivery in written and oral communications within a company/organization. Students will learn how to address difficult topics and how to disseminate positive news. Focuses will also be on interpersonal, listening and leadership skills. At least 50% of the course will be oral presentations and will meet the Speech Communication General Education requirement for students in the Business programs only. 3 credits

COM 2300 SCRIPTWRITING FOR MEDIA
(also ENG 2300; formerly COM/ENG 230; COM 130; Script Writing for Broadcast and Telecast and Script Writing for Television and Radio)
Writing-Intensive Course
A course that introduces the process of writing basic scripts for television and film, including public service announcements, webisodes and TV fiction and short films or movies. The course covers script format, structure, characters, action and dialog. (Offered Fall) 3 credits

COM 2310 ONLINE BRANDING
(formerly COM 231)
An introduction to branding that will showcase a student’s skills, expertise and accomplishments through the web. Students will begin creating their “individual brand” by writing a cover letter and resume, developing strategies for their social media sites and organizing content for potential employers. Students work together and independently to promote their “brand” over particular channels. (Offered Alternate Springs) 3 credits

COM 2320 PROFESSIONAL CONTENT DEVELOPMENT
(formerly COM 232)
A course for students to learn diverse media techniques, tools and platforms. All technologies will be examined to incorporate into professional and organizational projects. Students will create multimedia content and place in a portfolio to distribute over the web to reach potential clients. Procedures into maintaining and administering online products will also be evaluated. 3 credits

310
COM 2330 INTRODUCTION TO NEWS WRITING
(also ENG 2330; formerly COM/ENG 233; COM 133) 3 credits

COM 2340 JOURNALISM PRACTICUM
(also ENG 2340; formerly COM/ENG 234; COM 134: Journalistic Practicum) 3 credits

COM 2350 FILM AND DRAMA CRITICISM
(also ENG 2350; formerly COM/ENG 235; COM 135) 3 credits

COM 2370 RHETORIC: THE ART OF PERSUASION
(also PHI 2370; formerly COM/PHI 237; PHI 342) 3 credits

COM 2380 SERIAL TV STORYTELLING
(formerly COM 238)
Serial dramas have inaugurated a new golden age of television. Moving away from the traditional episodic structure of primetime TV, they tell on-going stories with ensemble casts and multiple, interweaving plotlines. This class examines long-form storytelling techniques, including beats, arcs, juggling groups of complex characters and developing character change over the course of the season and series. Examples considered include Breaking Bad and The Wire. 3 credits

COM 2390 PUBLIC SPEAKING FOR BUSINESS
(formerly COM 239)
This course will develop students’ public speaking and presentation skills for business. The course emphasizes elements of a good speech, key message development and effective communication in a crisis situation. (Offered Fall, Spring) 1 credit

COM 2400 AUDIENCES AND THE MUSIC INDUSTRY
(also MUS 2400; formerly COM/MUS 240)
This course will study how audiences engage with the social, political and business practices of the contemporary recording industries, an increasingly significant aspect of media corporations. Attention will be given not only to major industry giants but also to alternative production and digital distribution models such as iTunes, Spotify and Pandora. (Offered Spring) 3 credits

COM 2420 TELEVISION PRODUCTION FOR NON-MAJORS
(formerly COM 242)
An introductory course designed specifically for non-communications majors. An overview of television production combining elements of the studio/control room and location production in the field. Students will become familiar with the entire TV/video process from scripting and shooting through editing. 3 credits

COM 2440 ONLINE CONTENT PRODUCTION
(now listed as NMD 2440; formerly COM 244)

COM 2460 CIVIC ENGAGEMENT WITH NEW MEDIA
(now listed as NMD 2460; formerly COM 246)

COM 2470 SPORTS COMMUNICATION
(formerly COM 247)
Students will examine the relationship between sports and media (print, online, radio, television and film). Key issues include sports and violence (on and off the field), gender participation and gender neutrality in coverage, as well as economic and political considerations. 1 credit

COM 2480 ONLINE JOURNALISM
(also ENG 2580; formerly COM/ENG 258)
An introduction to the rapidly growing field of online journalism. A hands-on course that utilizes standard journalism techniques for research and storytelling, adapting these for the web while also considering legal and ethical aspects of the profession. Storytelling for the web, online news, web layout and other techniques of the online journalist will be covered. (Offered Spring) 3 credits

COM 2500 FILM ART
(also ENG 2500; formerly COM/ENG 356; COM 146 and 154)
Popular films have a profound influence on our individual and cultural identities. This course emphasizes aesthetic, technical and narrative aspects of popular film focusing especially on how they create meanings. Illustrative examples are screened. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Spring) 3 credits

COM 2520 TELEVISION STUDIO PRODUCTION
(formerly COM 252; COM 153 and 163; Television Production Workshop)
A course in basic television production techniques in the studio and the control room. Hands-on study of TV multi-camera production, studio audio and lighting techniques, “live” editing and creating graphics. Practice in directing and performance. (Offered Spring) Fee-$78.00. 3 credits

COM 2550 PUBLIC RELATIONS
(also MKT 2550; formerly COM 254; COM 118 and 155; Basic Public Relations)
Public Relations (PR) is a dynamic profession and one of the leading employment needs in today’s market. Students will learn how to manage and develop appropriate communication skills across traditional and digital platforms that deliver results. Evaluation of current news through a PR lens and the development of writing and listening skills are important to this field that presents opportunities in corporate, entrepreneurial, government, academia, nonprofit industries and more. Learn how to create and evaluate effective PR campaigns that drive results. 3 credits

COM 2551 PUBLIC RELATIONS WRITING
(also ENG 2551; formerly also ENG 237, COM 255; COM 218)
Writing-Intensive Course
This writing-intensive course introduces students to the various communication tools used by Public Relations (PR) professionals.
Students will learn how to develop a content strategy and write press releases, PSAs (Public Service Announcements), fact sheets, mission statements, corporate bios, feature releases, photo captions, crisis communication statements and more. Writing and editing effective copy are learned as PR tactics to achieve goals aimed at addressing the needs of internal and external audiences across a variety of platforms. 3 credits

**COM 2560 FIELD PRODUCTION**  
(formerly COM 256)  
Location shooting using portable field equipment. Students will become familiar with digital single-camera techniques, location audio, producing and directing, as well as digital editing processes. Assignments include the completion of several short video projects. (Offered Fall) 3 credits

**COM 2570 EVENT PLANNING**  
(formerly COM 257)  
From corporate events to nonprofit celebrations, successful event planning incorporates paying impeccable attention to details and successful management. Students will learn how to prepare for events from the financial perspective to the creative outcome. Risk management assessment, evaluation of the proposed event in light of today's surrounding environs and achieving guest goals along with post-event evaluation will be discussed. 1 credit

**COM 2590 INTRODUCTION TO ADVERTISING**  
(formerly COM 259)  
Consumers are exposed to thousands of messages every day. In this course, students will learn the basic advertising principles of how to reach those consumers. Study the role of the advertising in media and society by evaluating current marketplace advertisements ranging from grass-roots to multi-million dollar campaigns. Students will create and advertising campaign inclusive of consumer behavior learned knowledge, advertising and creative strategies, effective research techniques, the latest media buying plans and development of a proposed budget. 3 credits

**COM 2600 RESEARCH IN COMMUNICATIONS**  
(formerly COM 260)  
An introduction to scholarly research in the field of communications. Students will search for, carefully read and provide detailed written summaries of journal articles. They will also learn how to create a properly formatted works cited page. Assignments include writing research papers, with multiple drafts, based on scholarly articles. (Offered Spring) 3 credits

**COM 2610 MEDIA IN THE TWENTY-FIRST CENTURY**  
(formerly COM 261)  
This course is a companion to COM 3550 History of Media. Media in the twenty-first Century examines the historical background and impact of more recent technologies. Specifically, this course will examine how different types of mass media, such as the television, phone and Internet, have been augmented in ways that were unanticipated fifty years ago. The class will look at the development of recent media and tech industries that are helping shape our mediated world. (Offered Fall) 3 credits

**COM 2620 SOCIAL MEDIA**  
(formerly COM 262)  
The course covers the emerging trend of social media. Students will learn about different forms of social media (Facebook, Twitter, YouTube, Snapchat, etc.), how they are used, the social and ethical issues they raise and the ways they are altering our culture. Students are assigned various individual presentation along with team debates. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall, Spring) 3 credits

**COM 2650 INTRODUCTION TO VIDEO EDITING**  
(formerly COM 265)  
An introduction to the process of video editing for all creative and professional industries. Students will explore methods of editing picture and sound that can be applied in an array of ways, including design projects, documentaries, sports highlights, music videos, commercials, corporate videos and so on. Assignments guide students through basic techniques using editing software (Adobe Premier Pro, Final Cut Pro) in order to develop a story for a particular audience. No previous production or editing experience is required. (Offered Spring) 3 credits

**COM 3010 FEATURE WRITING**  
(also ENG 3010; formerly COM/ENG 301; COM 201; Advanced Newswriting)  
Prerequisite: COM/ENG 2330. 3 credits

**COM 3020 PHOTO JOURNALISM**  
(also ART 3020/ENG 3020; formerly also ART 302/ENG 302, COM 302; COM 202)  
Fee-$88.00. 3 credits

**COM 3090 HISTORY OF DIGITAL MEDIA**  
(now listed as NMD 3090; formerly COM 309) 3 credits

**COM 3110 SHAKESPEARE**  
(also ENG 3110; formerly COM/ENG 311, COM 211) 3 credits

**COM 3130 INTERPERSONAL COMMUNICATIONS**  
(formerly COM 313; COM 113)  
The course focuses on the development of the interpersonal communication skills necessary for building and maintaining positive relationships in both a personal and professional environment. Topics of study include an orientation to interpersonal communication, verbal and non-verbal communication in career and personal relationships, perception of self and others, listening, managing conflict, response skills, cultural and gender considerations, characteristics of leadership and effective work groups and job interviewing. Students will study various theories and practice skill development. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Spring) 3 credits

**COM 3150 ORGANIZATIONAL COMMUNICATIONS**  
(formerly COM 315)
Analysis of how organizations are produced and affected by communication. An in-depth examination and application of theories, contemporary perspectives and research in the fields of organizational communication. Topics include organizational structures and cultures, socialization, decision making, diversity, stress, burnout, technology processes and leadership. Designed for students interested in business, human services, education administration and other professional settings. (Offered Fall) 3 credits

**COM 3300 ADVANCED SCRIPTWRITING FOR MEDIA**  
(also ENG 3300; formerly also ENG 330; formerly COM 330)  
Further development of students’ creative writing skills. In contrast to the overview provided in COM 2300, students will focus on developing and completing a half-hour television or web series. Prerequisite: COM 2300. (Offered Spring, Every Other Year) 3 credits

**COM 3310 ONLINE ADVERTISING**  
(formerly COM 331)  
An understanding of the many uses of online outlets in the contemporary advertising fields. The course emphasizes the application of advertising concepts and methodology for web-based platforms, including audiences, demographics, layout, media placement, etc. Students design and implement advertising campaigns in an interactive educational format. (Offered Fall) 3 credits

**COM 3320 ADVANCED ONLINE ADVERTISING AND ANALYTICS**  
(formerly COM 332)  
This course will provide students with a deeper understanding of advertising and promotional practices in today’s marketplace. Overall campaign strategies and creatives will be evaluated for effectiveness and/or recommended follow-up. Campaigns can be designed around continuity of slogans, brand imagery and/or take on social issues and more. Students will be challenged to re-think creative and media strategies against current and applied consumer and audience analytics. 3 credits

**COM 3330 ON DEMAND TELEVISION**  
(formerly COM 333)  
A course in understanding the methods media and professional organizations utilize when producing videos for the web. Students will become familiar with the types of videos public relations and advertising organizations post on their websites. Series developed for internet video on-demand services will also be explored. Assignments will include the completion of several projects including promotional videos and an episodic web series. Prerequisite: COM 2520 or 2560. (Offered Fall) 3 credits

**COM 3380 GIF MAKING**  
(also NMD 3380; formerly COM/NMD 338) 1 credit

**COM 3450 BROADWAY AND BEYOND**  
(also ENG 3450; formerly COM/ENG 345, COM 245) 3 credits

**COM 3490 ENGLISH THEATRE AND LITERARY TOUR**  
(also ENG 3490; formerly COM/ENG 349, COM 249) 3 credits

**COM 3500 THE HISPANIC WORLD THROUGH FILM**  
(also SPA/HIS 3500; formerly COM/HIS/SPA 427) 3 credits

**COM 3510 ADVANCED PUBLIC RELATIONS**  
(formerly COM 351)  
Students taking this course have knowledge about what constitutes an effective PR campaign inclusive of the implementation goals/objectives, strategies, tactics and evaluation. This course presents campaigns ranging from crisis communications to media relations to employee communications and more for student analysis regarding best practices and outcomes. Students research, develop and implement persuasive alternatives to internal and external campaigns designed for various industries and organizations. 3 credits

**COM 3520 ADVANCED FIELD PRODUCTION**  
(formerly COM 352; COM 253; Advanced Television Production Workshop)  
A continuation of COM 2520 and COM 2560, with emphasis on how high-definition video sequences are constructed from scripting and shooting through editing and post production. Includes greater stress on audio (audio board, microphones, digital recording and mixing) and lighting techniques for both studio and field production. Digital postproduction (editing, graphics) and the roles and responsibilities of the TV/video director and other personnel are also covered. Prerequisite: COM 2520 and 2560 or permission of Chairperson. (Offered Spring) Fee-$78.00. 3 credits

**COM 3540 FOUNDATIONS OF MEDIA THEORY**  
(formerly COM 354; COM 139 and 151)  
An introduction to the major theories influencing contemporary media studies. Media will be explored as multifaceted entities that include texts, industries and audiences. Prerequisites: Junior status. (Offered Fall) 3 credits

**COM 3550 HISTORY OF MEDIA**  
(formerly COM 355; COM 136 and 251)  
A survey of the development of media in human communications including newspapers, film and radio. Consideration of technological, industrial, and audience dimensions. Attention to the further development of media research and analysis skills. (Offered Spring) 3 credits

**COM 3570 DIGITAL PUBLIC RELATIONS CAMPAIGNS**  
(also ENG 3570; formerly COM/ENG 357)  
Writing-Intensive Course  
This writing-intensive course evaluates existing digital campaign platforms and offers students the hands-on opportunity to redesign them. New strategies and digital platforms are recommended based on extensive research in the marketplace inclusive of audience targets and the usage of the ever-evolving multi-channel digital platform. Students will design and refresh campaigns for local companies and nonprofit agencies and professionally present their findings
and recommendations. 3 credits

COM 3580 ADVANCED ONLINE JOURNALISM
(formerly COM 358; COM 453 Advanced Broadcast Journalism Production)
A continuation of COM 2480 and COM 3660 focusing on the journalistic uses of video and the web. Students gain hands-on experience with various television and digital formats. Covers news formats, interview techniques and digital news packages. Stress on storytelling and writing skills. Several news stories will be produced, edited, and posted online. Prerequisite: COM 2480 and COM 3660 or permission of Chairperson. (Offered Spring, every other year) 3 credits

COM 3600 UNDERSTANDING TELEVISION
(formerly COM 360)
An analysis of the origin, development, and cultural meanings of television in the life of Americans from its inception to the present day. Emphasis on how people make meaning of their lives through television and how the narratives of television help to shape society. (Offered Fall) 3 credits

COM 3610 MEDIA MANAGEMENT
(formerly COM 361)
This course is designed to introduce the students to standards, practices and principles of business and management in the context of broadcast, cable and streaming television. Students will have the opportunity to discuss and research current media issues. These issues will include all areas of the broadcast television business with an emphasis on television syndication, programming and research, and specifically how these areas are evolving with technology. (Offered Fall) 3 credits

COM 3620 FINAL CUT PRO
(formerly COM 362)
This course introduces students to basic editing principles using Final Cut Pro. Students learn to perform techniques such as project settings, audio and picture editing, effects, graphics and final output. The students will develop an understanding of Final Cut Pro editing software through exercises, tutorials and assignments. 1 credit

COM 3640 FOUNDATIONS OF COMMUNICATIONS THEORY
(formerly COM 364)
Theoretical and empirical literature on human communication and its complex systems. The study of messages, interactions, and meaning in the processes of verbal and nonverbal communication. Topics include language, message flow, organizational culture, power and politics. Theories covered include standpoint theory, agenda setting, uncertainty reduction theory, functionalism and cultural theories. Prerequisites: Two 2000- or 3000-level COM studies courses. (Offered Fall) 3 credits

COM 3660 BROADCAST JOURNALISM
(formerly COM 366; Broadcast Journalism Production)
An introduction to different types of news broadcasts and the structure of the broadcast news program. Students write, produce, shoot, and edit news stories. The course also covers the history of broadcast, cable and streaming news as well as exploring contemporary electronic news gathering technologies and issues. Prerequisite: COM 2420 or 2520 or 2560. (Offered Fall) 3 credits

COM 3670 EDITING AND POST PRODUCTION
(formerly COM 367)
An in-depth look at the processes of digital editing and post production, including picture editing, sound editing, music, sound effects, mixing and graphics (titles, credits). Students will explore various aesthetic concepts that contribute to editing creatively and will consider how editing decisions can alter a program’s meanings. Assignments take students through stages of rough cuts to a fine cut. Prerequisite: Junior status. (Offered Spring) 3 credits

COM 4600, 4610, 4620 COMMUNICATIONS INTERNSHIPS I, II, III
(formerly COM 468, 469, 478; COM 266-269)
An opportunity for semester or summer involvement in selected professional and/or business organizations, including television networks, public relations departments and other appropriate concerns. Students will be supervised by department personnel and by cooperating personnel in the organization to which they are attached during the internship. Junior status and Chairperson permission needed. Students are required to complete 120 hours at their internship site along with four or more scheduled meetings with their faculty member. COM 4620 may not be requested without Chairperson permission. (Offered Fall, Spring, Summer) 3, 3, 3 credits

COM 4701, 4702, 4703 INDEPENDENT STUDY
Independent study in an area approved by the Chairperson for students with a minimum index of 3.0 in Communications. The student works under the guidance of a member of the Communications faculty. Approval of faculty member and Department Chairperson. (Offered Fall, Spring) 1, 2, 3 credits

COM 4900 COMMUNICATIONS SEMINAR I
(formerly COM 488; Research in Communications)
Writing-intensive Course
This course will introduce seniors in the communications and childhood education/communications majors to research methodology in qualitative analysis. Students will conduct scholarly research and write a literature review in the topic area they have chosen. The thesis paper will be completed in COM 4910 Communications Seminar II. Prerequisite: Junior status or permission of Chairperson. (Offered Fall) 3 credits

COM 4910 COMMUNICATIONS SEMINAR II
(formerly COM 490; COM 270)
Writing-intensive Course
A continuation of the research project undertaken in COM 490. Students will implement specific research methods such as surveys, participant observation or textual analysis. They complete their theses by analyzing and writing up their research findings. The finished thesis will be presented orally and in correct written format. Prerequisite: COM 4900. (Offered Spring) 3 credits
Core Courses

**COR 3240 TRANSCENDENT SELF**  
(formerly COR 324)  
This course will study the human growth process by exploring narratives of strength, faith, courage and inspiration that reveal the human capacity to overcome the ordinary and respond to the challenges of life. Theoretical concepts from theology, gerontology and social science will be developed and applied to events occurring in the students’ daily lives and to current world issues. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. (Offered Fall) **4 credits**

**COR 3260 QUEST FOR FULFILLMENT**  
(formerly COR 326)  
This course examines the search for how human fulfillment was expressed in selected religious and literary texts, specifically with respect to the possibility of finding happiness in this life and/or the next. Fulfillment includes such measures as spiritual well-being, material success, professional achievement and the relationship between social responsibility and individual satisfaction. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. **4 credits**

**COR 3330 THE PROBLEM OF EVIL**  
(formerly COR 333; Faces of God, Faces of Satan)  
From religious and literary perspectives, this course examines paradigmatic expressions of images of good and evil in human experience. Included are perennial conflicts manifesting spiritual and physical struggles between love and compassion, sacrifice and truth, and creation and renewal, on the one hand, and hatred and dissension, discrimination and deception, and indifference and destruction, on the other. These conflicts, which at once mirror and kindle perceptions of the human image, raise unsettling questions as to whether they can be resolved. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. **4 credits**

**COR 3360 SPIRITUAL AUTOBIOGRAPHY**  
(formerly COR 336)  
Through reading autobiographies from various religious traditions, students will share in the personal journeys and spiritual quests of authors such as St. Augustine, Dorothy Day, Elie Wiesel and Gandhi. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. (Offered Fall) **4 credits**

**COR 3440 MYTH AND RITUAL: RELIGIOUS OR SOCIOLOGICAL?**  
(formerly COR 344)  
This course will explore the role myth and ritual have played in human society and culture throughout history, and particularly their role in religious life and human conceptions of and relations to the transcendent. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. **4 credits**

**COR 3460 SPIRITUALITY AND SOCIAL JUSTICE**  
(formerly COR 346)  
This course will investigate the role of spirituality in human development, specifically its place in human interpersonal relationships and in the development of awareness of and response to social justice needs. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. (Offered Fall, Spring) **4 credits**

**COR 3470 EXISTENTIALISM: CINEMATIC, LITERARY, AND PHILOSOPHICAL PERSPECTIVES**  
(formerly COR 347)  
This course will introduce students to the viewpoint of existentialism as core and foundation of many of the most important experiences of our lives. In exploring exemplifications of, and investigations into, the existentialistic experience from the cinematic, the philosophical and the literary perspectives, the existential experience will unfold as essential to the drama, the philosophy and the story of our lives as those lives themselves unfold as acted through, reflected upon and confessed to oneself and to others. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. (Offered Spring) **4 credits**

**COR 3520 THE AMERICAN DREAM**  
(formerly COR 352)  
An exploration of the American Dream of a better, richer and happier life for all its citizens of every rank. This dream or hope has been presented from the beginning. Ever since America became an independent nation, each generation has seen an uprising of ordinary Americans to save that dream from the forces that appeared to be overwhelming it. This course will study the American Dream, which is perhaps the greatest contribution America has made to the thought and welfare of the world, as an ideal, and analyze the challenges faced in trying to make this dream a reality. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. (Offered Fall) **4 credits**

**COR 3560 GLOBAL ETHICS IN THE MODERN SCIENTIFIC WORLD**  
(formerly COR 356)  
This course explores the idea of global citizenship in the context of science and ethics. It will examine the complex realities of the “global citizen” who identifies him- or herself as belonging not only to a single nation, but also to the world community. The course will pay particular attention to the ways in which science, with a concentration on biology, influence the global community. It will try to map out and to determine the extent to which the global citizen can be defined by ethical obligations that an individual does or does not have with regard to scientific development and discovery. The guiding question of the course is the degree to which modern science has placed ethical obligations on US citizens that extend beyond border to the international, global community. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. **4 credits**

**COR 3570 RELIGION, DEMOCRACY AND JUSTICE**  
(formerly COR 357)
This course investigates the religious and philosophical underpinnings of the nature of a democratic society. The profound influences of Western thought such as the Enlightenment and religious reform provide a foundation for analyzing contemporary approaches to American concepts of justice in a world of constant change. Issues that attempt to undermine democracy, such as terrorism, crime and corruption, will be explored. Key democratic principles such as due process, equal protection under the law, freedom of the press and checks and balances are examined. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. 4 credits

COR 3640 GOTHAM: NY EXPERIENCE
(formerly COR 364)
Adopting an experiential learning model of education, the New York Experience course will introduce students to the culture, history and arts of New York, one of the greatest cities in the world. Each of our classes will focus on a different section of the city and we will explore the historic sites, museums, galleries and popular cultural attractions associated with this section. The aim of this class is to develop an insight into the myriad of intersecting—and at times competing—cultures that make up New York City. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. Fee: $125.00. 4 credits

COR 3660 VULNERABLE POPULATIONS
(formerly COR 366)
This course will explore vulnerable populations through the use of literature and engagement. Racism, poverty, homelessness, immigrants and refugees, medically underserved, victims of violence and children at risk will be examined through literature, media and spiritual reflection. Participants will analyze vulnerability in relation to social justice, humanity and theological constructs. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates 4 credits

COR 3670 AESTHETICS
(formerly COR 367)
This course is an introduction to the study of Aesthetics and the Aesthetics of Film, through the viewing of films, with discussion and analytic writing. Students will be viewing a variety of films, mostly contemporary, discovering the filmmaker’s intention and aesthetics along with their larger creative meaning. The films offered in this course will cover a broad range of creative endeavors, focusing on the individual characters and their creative impulse. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. 4 credits

COR 3680 MYTHING LINKS
(formerly COR 368)
“Myth-ing links” explores the ancient pursuit of truth through two often conflicting yet ultimately complementary critical lenses: the philosophical and the mythological. The ancient Greeks attempted to articulate their place in the universe through their mythology (the realm of anthropomorphized Olympian gods) and their philosophy (the realm of pure logic and abstract ideals). These two modes of thought often came into conflict, yet ultimately shared the same goals and many of the same techniques. As they come to better understand their own place in the universe, students will re-examine and evaluate these methodologies through readings from various primary texts of the Ancient World (including poems, dramas and philosophical treatises). Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. 4 credits

COR 3690 WHAT’S IN A NAME?
(formerly COR 369)
This course examines the usage of words and the way they affect our understanding of the world. Labels can empower, enlighten, oppress, and inspire emotional response in both subtle and obvious ways. The philosophical view of language seeks to explain how we organize everything we know, the degree to which language reflects true existence, and how words can mean anything at all. The course will cover a wide range of topics, including manipulation through advertisements and political propaganda, socio-linguistics (cultural identity, social constructions such as names, race/ethnicity, etc.), labels in education, medical terminology, language differences, geographic locations, politics, marketing, music genres, personal identity, logical fallacies, ambiguity and perceptions of reality. Students will look briefly at the history of our language, improving vocabulary by understanding the roots of many English words (e.g., “philos” = love of + “sophia” = wisdom.) Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. 4 credits

COR 3720 RIGHTS OF NATURE
(formerly COR 372)
As humanity faces into this critical moment of Earth’s history, we struggle to determine our relationship with nature. Do we exercise dominion over it? Are we its stewards? Alternatively, are we kin with all creation? Does nature have rights of its own which we are duty bound to honor? This course will explore these questions as well as people and events in the world of Cosmology, literature and theology that punctuate this debate. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. 4 credits

COR 3730 THE AWAKENED LIFE
(formerly COR 373)
The aim of this course is to provide students with an introduction to the major teachings, primary sources and practices of the most important traditions within Buddhism as a lived philosophy of life. The aim of this course is not to convert you to Buddhism, but simply to help you gain an appreciation for the relevance of Buddhist thought and practices for our lives in the 21st century. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. 4 credits

COR 3740 NEW MEDIA AND SOCIAL TRANSFORMATION
(formerly COR 374)
New Media and Social Transformation is a course about understanding, identity and transformation in a changing environment. Human existence in the era of the Anthropocene requires a new way of thinking and living and relating to the natural environment. In an era of rapid change - both technologically and environmentally, gaining an understanding of who we are and how we relate to the earth and to each other,
both offline and online, helps us grow, learn and advance in our lives in the variable present. This course explores identity and the humanities through the frame of new media, religion, media, archeology, ecology, environmentalism and literature. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. 4 credits

**COR 3750 THE CREATIVE EXPERIENCE**  
(formerly COR 375)  
This course offers students a practical, step-by-step introduction to the philosophical study of the creative experience. Students will examine various theories of creativity as they have been developed by influential psychologists, philosophers and artists in the field of creativity studies, and will have the opportunity to examine how these theories are exemplified in the lives of some of the greatest writers, artists, musicians and literary figures of the past half-century. Among the 20th century artists that will be used to illustrate creative theory in practice are Bob Dylan, John Lennon, the Beat Generation writers and some of the most interesting young poets of our own time. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. 4 credits

**COR 3760 THE INNER JOURNEY**  
(formerly COR 376)  
Using the perennial motif of the hero’s journey as a framework, this course explores the various understandings of inner journeying as they have been developed throughout the centuries—philosophical, spiritual, psychological and artistic. Through the use of journaling and artistic expression, students will be given the opportunity to reflect upon the various inner journeys of their own lives. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. 4 credits

**COR 3850 TRUTH IN MELODY**  
(formerly COR 385)  
This course is intended as a thematic exploration of German music and philosophy from the time of Martin Luther to the present. It will test the hypothesis that music and philosophy are inextricably bound together as mutually determining expressions of the German Zeitgeist (“Spirit of the Time”). The idea is that the unique cultural identity of each period in the development of German culture is shaped and expressed primarily by the music and philosophy of the time. Believing that there is “truth in melody,” German culture gave rise to the likes of Mozart, Beethoven and Kant as well as to Wagner and Nietzsche, just to name a few of the musicians and philosophers to be covered. The course is divided into two parts: the first explores the theme of revolution beginning with the father of modern Germany music and philosophy, Martin Luther, up to the music of Mozart and Beethoven and the philosophy of Immanuel Kant. The second part of the course explores the science of aesthetics from Kant, Moses Mendelssohn to the 20th century philosopher, Theodor Adorno, within the musical context of Felix Mendelssohn, Liszt, Strauss and Wagner. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. (Offered Spring) 4 credits

**COR 3900H (HONORS) GLOBAL CITIZENSHIP**  
(formerly COR 383H; Search for Truth: Global Citizenship)  
This course explores the idea of global citizenship. It will examine the complex realities of the “global citizen” who identifies him- or her self less as belonging to a single nation, but more as a part of the world community. The course will pay particular attention to the ways in which the political, social and ethical actions of the global citizen contribute to building, shaping and, in many cases, redefining the values and practices of the world community. As a component of the honors program, the thread that runs throughout the course is a study conducted by the Center for Strategic and International Studies that identifies seven areas of particular importance that require our attention and ingenuity in order to avert what could be a global crisis by the year 2035—a mere twenty years from now! These areas, which the study labels the “Seven Revolutions,” are population, resource management, technology, information and knowledge, economics, security and governance. The guiding question of the course throughout the semester is whether or not the problems facing the world in the next twenty five years would be best addressed by a national or an international (that is, a “cosmopolitan”) approach. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. (Limited to Honors students) (Offered Spring) 4 credits

**COR 3910H (HONORS) TRUTH IN MELODY**  
(formerly COR 386H)  
This course is intended as a thematic exploration of German music and philosophy from the time of Martin Luther to the present. It will test the hypothesis that music and philosophy are inextricably bound together as mutually determining expressions of the German Zeitgeist (“Spirit of the Time”). The idea is that the unique cultural identity of each period in the development of German culture is shaped and expressed primarily by the music and philosophy of the time. Believing that there is “truth in melody,” German culture gave rise to the likes of Mozart, Beethoven and Kant as well as to Wagner and Nietzsche, just to name a few of the musicians and philosophers to be covered. The course is divided into two parts: the first explores the theme of revolution beginning with the father of modern Germany music and philosophy, Martin Luther, up to the music of Mozart and Beethoven and the philosophy of Immanuel Kant. The second part of the course explores the science of aesthetics from Kant, Moses Mendelssohn to the 20th century philosopher, Theodor Adorno, within the musical context of Felix Mendelssohn, Liszt, Strauss and Wagner. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. (Offered Spring) 4 credits

**Criminal Justice Courses**

**LGL LEGAL STUDIES**  
Refer to by subject under LGL courses.

**CRJ 1010 FOUNDATIONS OF JUSTICE**  
(formerly CRJ 101)  
This course provides the student with an introduction to the
process of the American criminal justice system. It surveys the law enforcement process and the roles of police, prosecuting and defense attorneys, judges, court personnel and correctional staff in the administration of justice. It examines the social values and societal expectations that inform evolving criminal justice concerns. (Offered Fall, Spring) 3 credits

CRJ 1020 INTRODUCTION TO AMERICAN JURISPRUDENCE
(formerly CRJ 102)
This course seeks to introduce students to the study of law and the legal system. Areas of law that students are introduced to are: constitutional law, criminal law, procedure law, torts, housing law, and family law. Additionally, this course will engage students in the classroom reading and discussion of primary source documents and journal articles. During the course, students will learn how to construct a coherent, persuasive argument both orally and in writing. Students will engage in mock trials within the context of the class, and at the discretion of the instructor take a field trip to a functioning court. Guest speakers who work in the legal system will be invited to address the class when appropriate. (Offered Fall, Spring) 3 credits

CRJ 2030 THEORIES OF CRIME
(formerly CRJ 203)
This course will introduce the student to the study of criminology. It will focus on the explanations that have been offered for the existence of criminal behavior. It will explore the history and application of classical as well as contemporary biological, psychological, social and economic perspectives on crime causation. Prerequisite: CRJ 1010. (Offered Fall, Spring) 3 credits

CRJ 2130 CRIMINALISTICS: INTRODUCTION TO FORENSICS
(formerly CRJ 213; Criminalistics: Theory and Practice)
The accumulation and processing of physical evidence is an essential component of criminal and civil investigations. This course will introduce the student to the techniques of scientific criminal investigation and the forensic photographing, collection, processing and documentation of crime scene data, such as: fingerprints, hair, blood and body fluid samples, footwear outsole patterns, tire tracks, gunshot residues, cordage and glass and textile fibers. Case illustrations will be drawn from leading criminal cases. The role of the forensic scientist as “expert witness” in trial proceedings will be examined. Highly recommended: One course in the Natural Sciences. (Offered Fall) 3 credits

CRJ 2140 CRIMINAL INVESTIGATIONS
(formerly CRJ 214)
This course will provide an in-depth study of criminal investigations. Established investigative policies, procedures and techniques currently utilized in law enforcement, as well as, modern investigative tools will be introduced as the core elements of successful police investigations. The foregoing elements will be applied to the investigation of violent crimes, crimes against property, terrorism and other emergency criminal challenges to the investigator. 3 credits

CRJ 2150 CRIME SCENE PROCESSING
(formerly CRJ 215)
Expectations of the public and the courts have risen dramatically over the last several years in the area of physical evidence collection and forensic identification. This course is intended to develop a fundamental knowledge of crime scene processing techniques. The course will illustrate to the student the basic activities of crime scene processing and the sequence of those activities. Topics will include indemnifying, photographing, processing and preserving the crime scene and items of evidence found in them. The course is intended to provide a foundation for the future development of such expertise through experience and continued training. 3 credits

CRJ 2170 COMPUTER FORENSICS
(also CSC 2170; formerly CRJ 217)
This course provides a basic introduction to the field of computer forensics. The focus of the course will be on the legal and procedural aspects of electronic evidence gathering. The course material will give students a working knowledge of the following topics: definitions and descriptions of various types of cybercrime; the laws regulating access to electronic evidence and requirements for Constitutional searches and seizures; the ways in which electronic evidence can be gathered; and the rules for processing such evidence so that it may be used in court. By the end of the course students will have a solid understanding of these issues plus an appreciation for the importance of conducting electronic searches in a manner that is both legal and ethical. Fee-$78.00. 3 credits

CRJ 2210 VICTIMOLOGY
(formerly CRJ 221)
This course examines the nature and causes of victimization and the role of the victim in society. It presents patterns and trends in victimization, victim types, categories of risk, vulnerability, facilitation and precipitation. It profiles the interactions that take place between the criminal, the victim and the criminal justice system. It examines classical victim theory, victim blaming and the social stigmatization of victims. The net effects the victims’ rights movements and the implications of contemporary backlash movements against victims are discussed. (Offered Fall) 3 credits

CRJ 2230 DOMESTIC VIOLENCE
(formerly CRJ 223)
Violence that takes place within the family was not always considered criminal. This course will introduce the student to the social phenomena that provided the impetus for the enactment of modern domestic relations laws and child protection statutes. It will examine the nature and consequences of domestic violence and the challenging role of the criminal justice system in redressing intra-familial crimes. (Offered Spring) 3 credits

CRJ 2270 VIOLENCE AND AGGRESSION
(formerly CRJ 227)
This course introduces the student to the evolving methods, patterns and meanings of violence and aggression and the theories that address them. It examines individual and collective forms of violence in home, school, street, mob and military situations. It analyzes the functions of the criminal justice
system in anticipating, preventing, containing and controlling acts of violence and aggression. (Offered Fall) 3 credits

CRJ 2300 JUVENILE JUSTICE
(formerly CRJ 230)
The origins, philosophies and roles of the Juvenile Justice System and its formal and informal components. This course provides the student with an overview of the constitutional rights and responsibilities of the juvenile in American society. It presents the roles of parents and governments acting in loco parentis. It surveys the roles of the police, the court, the public and private agencies and the various modalities of juvenile treatment and detention. Special emphasis is placed on Juvenile Justice in New York State. (Offered Fall) 3 credits

CRJ 2310 RACE, NEIGHBORHOODS AND CRIME
(formerly CRJ 231; Good Kids, Bad Neighborhoods)
This course is designed to look at structural institutions that contribute to neighborhood disadvantaged in communities of color. This course most importantly examines what factors keep youth in disadvantaged communities from offending. Special attention is paid to the role of neighborhood organizations, family structure, educational institutions and the criminal justice system in these communities. 3 credits

CRJ 2370 DEVIANT BEHAVIOR AND SOCIAL CONTROL
(also SOC 2370; formerly CRJ 237; CRJ 137)
This course presents an integrated interdisciplinary analysis of the variety of human behaviors that have been objectively and subjectively labeled deviant. It examines the theoretical approaches to the causes of deviance including theories of opportunity, social organization, social distress, power, responsibility and mental illness. It introduces the student to the processes of punishment and control and the modalities of treatment that have been employed to deter and combat deviant behaviors. (Offered Fall) 3 credits

CRJ 2400 POLICE
(formerly CRJ 240; CRJ 140)
An introduction to the development of modern policing, the military and professional models of police work and the contemporary roles and responsibilities of the American police officer. Topics include: Police selection, training and deployment, the patrol function, the investigative function, the traffic control function, the mediation function, the community relations function and the roles of specialized police units such as Emergency Services and SWAT teams. (Offered Spring) 3 credits

CRJ 2410 POLICE AND COMMUNITY RELATIONS
(formerly CRJ 241; CRJ 141)
Police officers are being trained to balance the requirements of peacekeeping and the maintenance of order with the imperatives of civil rights and civil liberties. Police departments have undertaken initiatives such as "community policing" that are designed to enhance their relationships with the communities they serve. This course will examine the history of police and community relations, the tensions experienced by police officers and the communities they serve and the development of theoretical approaches and trends in this field. Famous cases of police and community interactions will be examined. (Offered Fall) 3 credits

CRJ 2450 PROBATION AND PAROLE
(formerly CRJ 245; CRJ 145)
This course introduces the student to the theory and practice of probation and parole as alternatives to incarceration. It examines the roots of current social and political controversies in these fields. It includes an analysis of the processes and procedures of probation and parole as well as the functions of preliminary investigations, the intensive involvement of specialized private agencies and the variety of factors that may impact upon the determination of the granting and revocation of probation and parole. It assesses various career options in these fields. (Offered Fall) 3 credits

CRJ 2500 SUBSTANCE ABUSE AND CRIME
(formerly CRJ 250; CRJ 150)
This course will examine the relationship between controlled substances and criminal activity. It will examine the social use and abuse of alcohol and drugs, the ramifications of addiction, the legislative control of these substances and the standards of enforcement of statutes relating to their production, distribution, purchase and use. The effectiveness of local, national and international criminal justice initiatives will be discussed in light of the problematic involvement of organized criminal enterprises and the prevailing of social and economic forces operating within American inner cities. (Offered Spring) 3 credits

CRJ 2550 LEADERSHIP IN CRIMINAL JUSTICE
(formerly CRJ 255)
Criminal Justice Leadership - Who? What? When? Why? And How? Through participant involvement, this class is geared toward developing a base of knowledge of the concepts of leadership in criminal justice. Students will learn various styles of leadership. Specific examples of criminal justice leaders will also be examined. Students will be required to conduct role-plays and presentations demonstrating their knowledge, skills and abilities to lead in a criminal justice setting. 3 credits

CRJ 2560 CRIMINAL JUSTICE AND THE MEDIA
(formerly CRJ 256)
This course will focus on criminal justice agencies and media relations issues. Class discussion will center on the nature and function of the news media in modern society, legal and ethical issues affecting criminal justice media relations, technological changes in news gathering and its impact on criminal justice and crisis planning for dealing with the news media during high visibility events. This course will present a practical “hands on” approach to dealing with the news media. Practitioners in the criminal justice field and the media will be guest lecturers. 3 credits

CRJ 2600 ORGANIZED CRIME
(formerly CRJ 260; CRJ 160)
An introduction to the history of organized crime and its impact upon American society. This course will examine the process through which an organized crime “family” develops, operates and institutionalizes. It will evaluate legislative
and criminal justice strategies enacted and implemented to combat organized crime. It will include an analysis of the roles of individuals within crime syndicates, the nature and consequences of organized criminal activities and the social and criminal justice ramifications of the glamorization of notorious crime figures in the news media and in fiction. Prerequisite: CRJ 1010. (Offered Fall) 3 credits

CRJ 2620 WHITE COLLAR CRIME
(formerly CRJ 262)
An introduction to the history of white collar crime and its impact upon American society. Prerequisite: CRJ 1010. 3 credits

CRJ 2630 CORRECTIONS: PHILOSOPHIES, METHODS AND PROGRAMS
(formerly CRJ 263)
This course will examine the origins, development and evolution of traditional and non-traditional American correctional systems. The correctional philosophies ranging from punishment to rehabilitation and reintegration will be examined. The implementation of these philosophies and the effectiveness of historical, contemporary and futuristic correctional initiatives will be evaluated. (Offered Spring) 3 credits

CRJ 2670 CONSTITUTIONAL AMENDMENT I
(formerly CRJ 267)
This course looks at the development of the First Amendment from colonial times to the present. Concepts such as ‘freedom of speech,’ ‘freedom of the press,’ ‘freedom of religion’ and ‘Equal Protection of the law’ are covered by examining and analyzing court cases. The course examines how these concepts have evolved since our founding fathers created them. 1 credit

CRJ 2700 CONSTITUTIONAL AMENDMENT IV
(formerly CRJ 270)
This course will reflect the professor’s belief that in order to understand criminal justice issues currently confronting America, it is necessary to understand the historical and cultural development of certain Constitutional Amendments. Specifically, the first ten amendments to the United States Constitution commonly referred to as “The Bill of Rights,” limit the power of the federal government with respect to the several states and the individual citizen. This course will explore will explore the amendment and its relationship to American policing and the criminal justice system, and then survey some of the most significant cases in 4th amendment jurisprudence. 1 credit

CRJ 2710 CONSTITUTIONAL AMENDMENT V
(formerly CRJ 271)
This course will reflect the professor’s belief that in order to understand criminal justice issues currently confronting America, it is necessary to understand the historical and cultural development of certain Constitutional Amendments. Specifically, the first ten amendments to the United States Constitution commonly referred to as “The Bill of Rights,” limit the power of the federal government with respect to the several states and the individual citizen. This course will explore will explore the amendment and its relationship to American policing and the criminal justice system, and then survey some of the most significant cases in 5th Amendment jurisprudence. 1 credit

CRJ 2720 CONSTITUTIONAL AMENDMENT VI
(formerly CRJ 272)
This course will reflect the professor’s belief that in order to understand criminal justice issues currently confronting America, it is necessary to understand the historical and cultural development of certain Constitutional Amendments. Specifically, the first ten amendments to the United States Constitution commonly referred to as “The Bill of Rights,” limit the power of the federal government with respect to the several states and the individual citizen. This course will explore will explore the amendment and its relationship to American policing and the criminal justice system, and then survey some of the most significant cases in 6th Amendment jurisprudence. 1 credit

CRJ 2730 CONSTITUTIONAL AMENDMENT VIII
(formerly CRJ 273)
This course will reflect the professor’s belief that in order to understand criminal justice issues currently confronting America, it is necessary to understand the historical and cultural development of certain Constitutional Amendments. Specifically, the first ten amendments to the United States Constitution commonly referred to as “The Bill of Rights,” limit the power of the federal government with respect to the several states and the individual citizen. This course will explore will explore the amendment and its relationship to American policing and the criminal justice system, and then survey some of the most significant cases in 7th Amendment jurisprudence. 1 credit

CRJ 2800 CRIMINAL LAW
(formerly CRJ 280; CRJ 180; SOC 182; CRJ 181; SOC 180)
An examination for the rationale of the existence of the criminal law, the historical antecedents of contemporary laws and the development of American jurisprudence. Introduces the student to the social and individual implications of criminal law. Utilizes examples from state and federal laws to illustrate various substantive legal issues and to examine the roles of legislatures and courts in establishing and modifying criminal statutes. Prerequisite: CRJ 1010. (Offered Fall, Spring) 3 credits

CRJ 2810 CRIMINAL PROCEDURE
(formerly CRJ 281; SOC 181 and CRJ 181)
Criminal procedure revolves around the process of balancing the need of society to effectively redress criminal activity while preserving the constitutionally guaranteed rights of the criminal. This course will examine the process by which criminal law has been brought to bear upon the individual by analyzing cases in which the U.S. Supreme Court has reviewed the actions of police, prosecuting attorneys and judges. The enduring social implications of these cases will be discussed. Prerequisite: CRJ 1010 and CRJ 2800. (Offered Fall, Spring) 3 credits

CRJ 2820 CRIME ANALYSIS AND MAPPING
(formerly CRJ 282)
This course will examine the theory and practice of crime
analysis. Crime analysis is the methodological analysis of data pertaining to crime and disorder in order to provide decision-making and investigative support to police and policy makers. This course will explore the theory that underlies crime analysis as well as the methods used in several types of analyses including tactical, strategic, administrative and intelligence analyses. The use of crime mapping as a method of crime analysis will be emphasized and demonstrated. 3 credits

**CRJ 2830 LAW AND SOCIETY**  
(also SOC 2830; formerly CRJ/SOC 283; CRJ 183)  
This course examines the relationship between the legal system and the evolving cultural values and social expectations. It focuses upon the social ramifications of contemporary court cases dealing with constitutional issues, criminal law, civil law, torts, professional malpractice, family law and administrative procedures. Lower court decisions, appeals and Supreme Court decisions and their implications for each citizen and for the society as a whole are discussed and debated. Prerequisite: CRJ 1010. (Offered Spring) 3 credits

**CRJ 2840 LEGAL AND SOCIAL SCIENCE RESEARCH**  
(formerly CRJ 284)  
This course will provide students with the fundamental building blocks with which to understand and investigate topics in criminal justice and law. The course will focus on basic social science research, including quantitative and qualitative methods. Additionally, the course will teach students the fundamentals of legal research such as analyzing cases for precedence. Students will learn to use criminal justice databases and specialized software such as SPSS. Students will also be introduced to basic legal research software such as Lexis Nexus. The class will involve hands-on projects such as developing the basics of a scientific and/or legal research paper. Prerequisite: Permission of Chair or professor. 3 credits

**CRJ 3140 ADVANCED INVESTIGATIVE TECHNIQUES**  
(formerly CRJ 314)  
The professional investigator must have finely tuned knowledge, skills and abilities to be successful. This advanced investigations class will cover in detail such topics as proper interrogation techniques, questioning of victims/witnesses, interpreting evidence including ballistics and knife wounds, properly conducting eyewitness identifications (e.g., lineups, photo arrays), understanding and interpreting crime scenes, among many others. This course also will develop students' abilities to properly testify about the investigating--both in the courtroom and outside. This will also necessitate proper report writing techniques as well. This course will use role-play, guest professional investigators, real-life cases and visit local area investigative units to hone the student's investigative understanding. This course will involve detailed explanations of cases involving, but not limited to, special victims and homicides. The course will involve graphic and specific details of actual crimes. 3 credits

**CRJ 3300 PRIVATE SECTOR SECURITY**  
(formerly CRJ 330)  
This course will introduce the student to the fundamentals of Private Sector Security. Topics include: retail loss prevention/asset protection; profit loss; inventory protection, investigations, physical security, employee theft and external incidents. The course will also review the core competencies for success in the fields of private security and retail loss prevention. The course will also emphasize the correlation between studies in Criminal Justice and career opportunities in Private Sector Security. 3 credits

**CRJ 3370 PSYCHOLOGY OF CRIMINAL PROFILING**  
(also PSY 3370; formerly CRJ/PSY 337) 3 credits

**CRJ 3390 FORENSIC PSYCHOLOGY**  
(also PSY 3390; formerly CRJ/PSY 339) 3 credits

**CRJ 3400 WOMEN AND CRIME**  
(formerly CRJ 340; CRJ 240)  
This course examines the involvement of women in various aspects of crime. It introduces the student to the motivations, roles and concerns of women who are victims, women who are major and minor offenders, women who are living in institutions or correctional facilities and women who have become criminal justice professionals. Prerequisite: Junior or Senior Status (Offered Spring) 3 credits

**CRJ 3410 STRATEGIES IN HOMELAND SECURITY AND TERRORISM**  
(formerly CRJ 341)  
Domestic and international terrorism have become commonplace in the modern world. Issues vary from basic definitions to complex international responses. Evaluation and review of both terrorism and homeland security on the local, national, and international levels will be reviewed in depth. The analyses of emerging strategies of terrorists and law enforcement will be critically evaluated using recent events as case studies. Domestic and homegrown terrorist networks can be just as problematic for law enforcement as international groups. An understanding of how terrorist organizations operate and current methods to combat them will be thoroughly explored. Homeland security and the difficulties of fighting terrorism in a free society will also be examined. The impact of Constitutional issues including civil liberties will be discussed. 3 credits

**CRJ 3420 SPECIAL OPERATIONS AND TERRORISM**  
(formerly CRJ 342)  
Terrorism has drastically changed how local law enforcement operates. Special operations are now required to defend and protect all sorts of sites including both hard and soft targets. Hard targets might include police headquarters or other critical infrastructure. Soft targets could include subways, tourist attractions, malls and hotels. How the police are dealing with this massive change in their mission will be outlined. Issues such as intelligence, working with communities, and having a command presence will be covered. New capabilities of police will also be covered such as special weapons, tactics and training. In additions, other than bombs and other common threats, police must now deal with the threat of nuclear, biological and chemical weapons. All of these topics will be covered. 3 credits
CRJ 3450 GANGS
(formerly CRJ 345)
This course will examine the cause and effect of street gangs in American society. It will focus on why juveniles are drawn into the gang life style, the types of crimes committed by gangs and law enforcement methods to control the spread of gang violence. Prosecution of gang crimes including state and federal law will be covered as well as possible alternatives to prison. The class will demonstrate some of the more successful ways in which society can protect itself from the growing gang problem. Prerequisite: CRJ 1010. 3 credits

CRJ 3500 CRITICAL ISSUES IN CRIMINAL JUSTICE
(formerly CRJ 350; CRJ 250)
Writing-Intensive Course
This course will survey critical contemporary “due process” concerns. It will introduce the student to the discourse and debate in criminal justice scholarship on the polemics of gender discrimination, racial inequality, abrogation of the rights of the accused and the rights of victims, capital punishment, the insanity defense and the merits of incarceration, probation and parole and their alternatives. The student will become familiar with criminal justice texts, journals, periodicals and resources and learn how to access and research these critical issues in criminal justice. Prerequisites: Junior or Senior Status and CRJ 2800 and CRJ 2810. (Offered Fall, Spring) 3 credits

CRJ 3510 CRITICAL ISSUES IN POLICING
(formerly CRJ 351)
This course will focus on contemporary issues in policing including: domestic violence, police use of force, sexual offenders, police communications, three strike laws, diversity in the criminal justice system, forensic evidence, technology in the criminal justice system and firearms analysis. Class discussion will focus on the readings assigned. Emphasis is placed on analyzing recent developments in each of the areas covered. The course will examine current thinking as well as experience with respect to changing and reforming criminal justice institutions. The purpose will be to describe major innovations, to explore their rationale, and to examine impediments to their implementation. There will be several class trips during the course and each student will be responsible to arrive at the location on time. Only students enrolled in the class are permitted to participate in the field trips. 3 credits

CRJ 3550 TECHNOLOGY AND CRIME
(formerly CRJ 355)
Technology has revolutionized the field of criminal justice. From policing to after-the-fact crime analysis and crime mapping, the use of technology has greatly advanced the war on crime. Technology has also created severe problems for law enforcement. Sophisticated criminal information is now at our fingertips, and criminals now have the ability to commit crime internationally using computers. This course will examine the uses of information technology within the world of crime and in the Criminal Justice System. We will examine cyber and computer crime, discuss legal issues related to investigation and prosecution, and look at the ways in which law enforcement, the courts and our correctional systems are using technology to fight, prosecute and punish criminal behavior. 3 credits

CRJ 3610 CROSS-CULTURAL PERSPECTIVES ON CRIMINAL JUSTICE
(formerly CRJ 361; CRJ 261)
The criminal justice system in each country is informed by and responsive to a unique set of cultural imperatives. This course will introduce the student to the variety of criminal justice systems operating in advanced industrial democracies, totalitarian regimes and developing countries. It will examine indigenous and imposed concepts of law and justice, the rights of the accused, general rules of procedure and methods of punishment and rehabilitation in a cross-cultural perspective. Prerequisite: Junior or Senior Status (Offered) 3 credits

CRJ 4100 CAREER PREP
(formerly CRJ 410)
This course gives students an understanding of how to obtain careers in law enforcement. They will be introduced to properly navigating civil service procedures and what to expect along the way. Students will be advised on how to properly prepare and pursue various careers in the criminal justice system. Pitfalls to be avoided and basic places to hunt for positions will be discussed. 3 credits

CRJ 4600 CRIMINAL JUSTICE INTERNSHIP I
(formerly CRJ 460; CRJ 280)
This course provides the student with the opportunity to intern in a Criminal Justice Agency. The student performs 120 hours of supervised fieldwork at the criminal justice agency, attends a weekly seminar or scheduled meeting with the supervising professor at Molloy College, maintains a weekly log of fieldwork experiences and writes an essay integrating criminal justice theory with the practical experiences of the internship. Prerequisite: Completion of 18 credits in Criminal Justice and Permission of the Chairperson. (Offered Fall, Spring or Summer) 3 credits

CRJ 4610 CRIMINAL JUSTICE INTERNSHIP II
(formerly CRJ 461; CRJ 281)
This course provides the student with an additional 150 hours of supervised fieldwork in a criminal justice agency. Prerequisites: satisfactory completion of CRJ 4600 and permission of the Chairperson. (Offered upon request) 3 credits

CRJ 4701, 4702, 4703 INDEPENDENT STUDY IN CRIMINAL JUSTICE
Students who have completed 15 credits in Criminal Justice may select a topic that is not covered in current course selections, for independent study. The topic must be relevant to the Criminal Justice curriculum and must be approved by the Director of the Program. The faculty member who mentors the student develops a formal study plan that includes reading/research requirements, structured assignments and scheduled meetings. Prerequisites: "B" Average and Approval of the Chairperson. (Offered Fall, Spring) 1, 2, 3 credits

CRJ 4900 SENIOR SEMINAR IN CRIMINAL JUSTICE
(formerly CRJ 490; CRJ 265)
Writing-Intensive Course
This is a Capstone Course. It serves as the culmination of the student’s academic and preprofessional experiences in the
Molloy College Criminal Justice Program. It involves a more intensive, critical and empirical examination of a variety of theories, issues and themes of enduring interest that have been examined in prior coursework. Each student will have the opportunity to undertake a guided research project that will culminate in an end-of-semester completion project. Weekly oral presentations of works-in-progress will facilitate the exchange of information and ideas in a Seminar format. Prerequisites: Completion of Criminal Justice Requirements and Senior Status. (Offered Spring) 3 credits

GRADUATE-LEVEL COURSE DESCRIPTIONS FOR DUAL-DEGREE PROGRAM CRIMINAL JUSTICE STUDENTS ONLY:

CRJ 5010 MODERN AMERICAN JUSTICE
See the Molloy College Graduate Catalog for a full course description and any fees. 3 credits

CRJ 5020 CONSTITUTIONAL LAW AND LEGAL ISSUES
See the Molloy College Graduate Catalog for a full course description and any fees. 3 credits

CSC - Computer Science Courses

Note: Most CSC courses require additional independent time in the computer lab.

CSC 1000 COMPUTER SYSTEM INTRODUCTION
(also CIS 1000; formerly CIS/CSC 100; Computer Foundations)
An introductory course consisting of a survey of themes pertinent to Computer Science and Computer Information Systems. Topics will range from the evolution of computers to an overview of basic computer concepts such as use of the computer, hardware components (CPU, memory, storage, I/O), the program design process, networks and digital media. (Offered Fall) Fee-$78.00. 3 credits

CSC 1020 COMPUTER APPLICATIONS AND CIS
(also CIS 1020; formerly CIS/CSC 102; Computer Applications; equivalent to CIS 1050; formerly equivalent to CIS 105)
(Offered Fall, Spring) Fee-$78.00. 3 credits

CSC 1030 VISUAL PROGRAMMING
(also CIS 1030; formerly CIS/CSC 103; Visual Basic-Object Oriented Programming I; Programming in Visual Basic)
An introduction to computer programming through the use of drag-and-drop code blocks. The purpose of the course is to provide an introduction to programming logic and algorithmic problem solving strategies for students with little to no prior programming experience. Students will learn how to use the basic programming constructs such as variables, conditional statement, lists, loops and functions to solve problems by assembling and customizing blocks of code. They will also see how the visual blocks generate actual code and learn how to write some of their own in a friendly beginner language such as Python. (Offered Spring) Fee-$78.00. 3 credits

CSC 1040 MATHEMATICAL ANALYSIS USING MICROSOFT EXCEL
(also CIS 1040; formerly CIS/CSC 104) Fee-$78.00. 1 credit

CSC 1200 FUNCTIONAL PROGRAMMING I
(formerly CSC 120; CSC 111)
This course provides an accelerated introduction to computer programming in scripting language, such as JavaScript, Python or Ruby using a functional programming style. The emphasis of the course will be on developing logical and algorithmic problem solving skills. Students will learn how to state problems precisely and reason about the correctness of their code. Topics include function composition, basic string processing, Booleans and truth tables, conditional statements, loops implemented by backward and forward tail recursion, Arrays and higher-order functions. Students will apply their knowledge to the partial development of an open source project, such as a spreadsheet web application. Prerequisite: SAT mathematics score of at least 540, CIS/CSC 1030 or approval from the Chairperson. (Offered Fall) Fee- $78.00. 3 credits

CSC 2170 COMPUTER FORENSICS
(also CRJ 2170; formerly CRJ/CSC 217) Fee-$78.00. 3 credits

CSC 2240 INTRODUCTION TO DATABASE MANAGEMENT
(also CIS 2240; formerly CIS 224; CIS 124) Fee-$78.00. 3 credits

CSC 2290 DISCRETE MATHEMATICAL STRUCTURES
(also MAT 2290; formerly CSC/MAT 229; CSC 131 Discrete Structures) (Offered Fall) 3 credits

CSC 2350 OBJECT-ORIENTED PROGRAMMING AND DESIGN
(also CIS 2350; formerly CIS/CSC 235 Introduction to Web Scripting; CIS 135; Java-Object Oriented Programming) (Offered Fall) Fee-$78.00. 3 credits

CSC 2430 DESIGN AND ANALYSIS OF ALGORITHMS
(formerly CSC 121; CSC 243, Programming II)
This course is a continuation of CSC 1200. Students will continue to develop their algorithmic problem solving skills while being made increasingly aware of efficiency and ethical considerations. Topics include recurrence relations, time and space complexity, divide and conquer algorithms, greedy algorithms, dynamic programming and data parallelization. Students will solve real-world problems in multiple ways, analyzing the space, time and sometimes ethical trade-offs associated with each approach. Prerequisite: CSC 1200. (Offered Spring) Fee-$78.00. 3 credits

CSC 2440 DATA STRUCTURES
(formerly CSC 244; CSC 144)
Complementing CSC 2430, this course will have students implement abstract data types and derive solutions to a number of algorithmic problems, choosing the appropriate data structures to use and analyzing the space and time complexity of the approaches. Topics include stacks, queues, trees, hash maps, sets, bags and graphs. Prerequisite: CSC 1200. Pre/Corequisite: CSC 2430. (Offered Spring) Fee-$78.00. 4 credits

CSC 3230 ASSEMBLY LANGUAGE AND SYSTEMS PROGRAMMING
(formerly CSC 323; CSC 223 Assembly Language)
This course will cover computer structure and machine language, assembly language and mnemonic operations, and symbolic addresses, in addition to assembler concepts, addressing techniques, string processing and compiler concepts. Prerequisites: CSC 1210, 2290, MAT 2310. Fee-$78.00. 3 credits

CSC 3300 OPERATING SYSTEMS
(formerly CSC 330; CSC 230)
A study of the internal design of operating systems. Multiprogramming, file management, job and process scheduling, memory management, I/O device management, multiprocessor systems, network management. Pre- or corequisite: CSC 2350 or 1200. 3 credits

CSC 3350 PROGRAMMING LANGUAGES
(formerly CSC 335; CSC 235)
Formal definition of programming languages including specification of syntax and semantics. A comparative analysis of various high level programming languages. Global properties including scope of declarations, storage allocation, grouping of statements and subroutines. Prerequisite: CSC 2440. Fee-$78.00. 3 credits

CSC 3370 WEB/MOBILE GAME DEVELOPMENT
(formerly CSC 337)
Students will be introduced to the development process of large-scale applications through the individual and collaborative creation of substantial games. Emphasis will be placed on sound software engineering design principles, independent learning and team management. Students will learn how to decompose large problems into smaller more manageable ones and will learn how to effectively use a distributed version control system such as Git. The games will be developed as web applications and converted to native mobile apps via tools such as PhoneGap. Prerequisites: CSC 1200, 2350. Fee-$78.00. 3 credits

CSC 3390 NETWORKS I-LOCAL AREA NETWORKS
(also CIS 3390; formerly CIS 339; CIS 239) Fee-$78.00. 3 credits

CSC 3400 COMPUTER ARCHITECTURE AND DESIGN
(formerly CSC 340; CSC 140 and CSC 240 Computer Organization; Computer Architecture)
Introduction to the internal structure of computers. Logic design, Boolean algebra, gates and flip-flops, combinational and sequential circuits, registers, control mechanisms. Operating cycle, data and control flow in the computer, and machine format. Prerequisite: MAT 2310 and CSC 2290; Pre- or corequisite: CSC 1200. 4 credits

CSC 3520 BACK-END WEB/MOBILE APP DEVELOPMENT
(formerly CSC 352)
Students will learn how to program servers and to create server-side applications using a modern runtime environment supporting asynchronous I/O such as Node.js and a NoSQL database such as MongoDB. Throughout the course, an emphasis will be placed on solving problems using concurrent computation. Students will create chat rooms, form processing
scripts, and tools for web applications according to interest. Prerequisites: CSC 1210, 2350. Fee-$78.00. **3 credits**

**CSC 3690 INTRODUCTION TO ARTIFICIAL INTELLIGENCE**  
*(formerly CSC 369; CSC 249)*  
Current methods in the field of artificial intelligence: knowledge-based systems, knowledge representation, problem solving, game playing, inference, planning, natural language understanding; programming in LISP or SCHEME. Prerequisites: CSC 2440, CSC 1200. Fee-$78.00. **3 credits**

**CSC 4600, 4610 INTERNSHIP I, II**  
*(formerly CSC 460-461; CSC 260-261)*  
A protracted field experience offering theory-practice opportunity in an area of Computer Science. Activities will be supervised by participating personnel at place of business. Course requires a minimum of four one-hour and 25 minute class meetings with a faculty sponsor, a satisfactory rating by field supervisor and a minimum of 100 hours in the field for 3 credits. Prerequisites: Junior or senior status and at least 12 completed CSC credits. (Offered upon request) **3, 3 credits**

**CSC 4701, 4702, 4703 INDEPENDENT STUDY**  
Advanced work on an individual basis in a computer science area under the guidance of a Computer Science faculty member. Prerequisite: Recommendation of a Faculty Sponsor and approval of Chairperson. (Offered upon request) **1, 2, 3 credits**

**CSC 4900 CAPSTONE SEMINAR**  
*(formerly CSC 491; CSC 296)*  
**Writing-Intensive Course**  
Students will undertake a substantial collaborative real-world programming project that requires the breadth of skills acquired from all of their courses, according to interest. For example, a possibility would be to develop a substantial open-source web application that interacts with a server to serve the needs of a nonprofit organization. Pre- or corequisite: All other CSC courses required for the major. (Offered Spring) Fee-$78.00. **3 credits**

**CVT 1080 ELECTROPHYSIOLOGY**  
*(formerly CVT 108; CVT/CRS 208)*  
An introduction to the field of cardiovascular technology designed to prepare the student for entry into the clinical setting. Includes patient care, medical terminology, medical ethics and law, professionalism and cultural competence as well as practical utilization of echocardiography and peripheral vascular procedures. Includes a laboratory component. Corequisites: BIO 1200, CVT 2020, PHY 1600. (Offered Fall) Fee-$289.00. **5 credits**

**CVT 1500 CARDIOVASCULAR PHARMACOLOGY**  
*(formerly CVT 150)*  
A basic study of pharmacology pertaining to cardiovascular drugs. (Offered Spring) **2 credits**

**CVT 2020 ULTRASOUND PHYSICS I**  
*(formerly CVT 202)*  
An introduction to the study of physics of diagnostic medical ultrasound emphasizing mathematics, sound wave characteristics and propagation, attenuation, pulsed wave operation, transducers and system operation. Corequisite: BIO 1200, CVT 1080, PHY 1600. (Offered Fall) **3 credits**

**CVT 2030 ULTRASOUND PHYSICS II**  
*(formerly CVT 203)*  
An advanced study of physics of diagnostic medical ultrasound emphasizing spectral and color Doppler applications, artifacts, bio-effects and safety, contrast and harmonics, quality assurance, fluid dynamics, hemodynamics and focused ultrasound. Prerequisites: BIO 1200, CVT 1080, CVT 2020, PHY 1600. Corequisites: BIO 1210, CVT 2130, CVT 2100, MAT 1160. (Offered Spring) **3 credits**

**CVT 2100 CARDIOVASCULAR PHYSIOLOGY I**  
*(formerly CVT 210; CRS 210)*  
An introduction to the study of the normal structure and function of the cardiovascular system, including cellular structure and function, the circulatory system, hemodynamics, electrophysiology, cardiac function, the cardiac cycle, cardiac output and the regulation of cardiovascular function. Prerequisites: BIO 1200, CVT 1080, CVT 2020, PHY 1600. Corequisites: BIO 1210, CVT 2130, CVT 2100, MAT 1160. (Offered Spring) **3 credits**

**CVT 2110 CLINICAL CARDIOVASCULAR MEDICINE**  
*(formerly CVT 211; CRS 211)*  
An in-depth study of cardiovascular pathology and related diseases, including signs, symptoms and treatment options. Prerequisite: CVT 2210. Corequisite: CVT 2120, CVT 2150. (Offered Fall) **2 credits**

**CVT 2120 CARDIOVASCULAR PHYSIOLOGY II**  
*(formerly CVT 212; CRS 212)*  
An advanced study of the normal structure and function of the cardiovascular system including vascular function, arterial and venous blood pressure, systemic vascular resistance, response to exercise, neurohumoral control, blood flow distribution and microcirculation. Prerequisite: CVT 2210. Corequisites: CVT 2110, CVT 2150. (Offered Fall) **3 credits**

**CVT 2130 CLINICAL CARDIOVASCULAR EXPERIENCE I**  
*(formerly CVT 213; CVT 216)*  
A study integrating basic cardiovascular principles and techniques for various practical applications. This course includes a laboratory and a 2 day per week clinical component. Prerequisites: BIO 1200, CVT 1080, CVT 2020, PHY 1600. Corequisites: BIO 1210, CVT 2030, CVT 2100, MAT 1160. (Offered Spring) Fee-$346.00. **4 credits**
Economics Courses

ECO 2000 INTRODUCTORY ECONOMICS
(formerly ECO 200; ECO 100)
The primary goal of the course is to produce better informed citizens. After studying introductory economics, students can better comprehend the news they hear, can make better decisions as they go about their lives, and can make better choices when they enter the voting booth. In addition to the basic principles of economics, students will be exposed to both macro- and microeconomics. This course may not be taken for degree credit by students required to take or who have taken macro- and/or microeconomics. 3 credits

ECO 2510 MACROECONOMICS
(formerly ECO 251; ECO 151)
Study of aggregate economic behavior and the determinants of national income, production, employment and inflation. The course also examines the role of government institutions in influencing growth, interest rates and inflation. (Offered Fall, Spring) 3 credits

ECO 2520 MICROECONOMICS
(formerly ECO 252; ECO 152)
Economic theory as it relates to the individual entities that comprise an economic system; consumer behavior and demand; principles of production; pricing and the usage of resources and market structures. The course also evaluates the role of government in the face of market failures. (Offered Fall, Spring) 3 credits

ECO 2600 FEDERAL RESERVE CHALLENGE
(formerly ECO 260)
This course prepares students to compete in the Federal Reserve Challenge at the Federal Reserve Bank of New York. Students will analyze recent economic developments, formulate a forecast for the US economy, and propose a monetary policy prescription. In the process, students will learn how market participants and Federal officials view the economy. Students will have the opportunity to make an informed presentation to members of the Markets Group at the Federal Reserve Bank, and field questions on their views. 1 credit

ECO 3010 REAL WORLD MACROECONOMICS
(formerly ECO 301)
This course is designed for students whose future business interactions will require an in-depth understanding of the economy. Students will develop the tools to evaluate and interpret economic data and form opinions about economic growth, unemployment, inflation and markets. Topics will include data analysis, business cycles, economic modeling and monetary and fiscal policy. The course will monitor current economic developments and take a real-world approach to economic theory. Prerequisites: ECO 2510; 2520. 3 credits

ECO 3020 ADVANCED MICROECONOMIC THEMES
(formerly ECO 302/402)
This course applies the tools of microeconomics to a variety of issues that arise when consumers, firms and governments make choices. The course examines market failures that occur because of industry structure, externalities and asymmetric information. It also focuses on the welfare effects of policies such as the minimum wage, health care and taxes. The course uses real-world case studies and a problem-solving approach
to motivate and illustrate economic theory. Prerequisites: ECO 2510; 2520. 3 credits

ECO 3150 MONEY, BANKING AND FINANCIAL MARKETS
(formerly ECO 315; ECO 215; Money and Banking)
This course is an in-depth review of money and the financial system, the fundamentals of banking, the Federal Reserve and monetary policy, and financial market instruments. Prerequisites: ECO 2510 and BUS 3430. (Offered Fall, Spring) 3 credits

ECO 3200 GLOBAL ECONOMICS AND FINANCE
(formerly ECO 320; ECO 220; International Economics)
This course examines international trade and financial relations to assist students in evaluating the impact of international developments on domestic and foreign economies. This course focuses on the different trade theories and how they can be applied to real world settings. There is an emphasis on why conflict in trade occurs and assesses the efficacy of government policies. The course also explains the balance of trade, financial flows and currency markets. Prerequisites: ECO 2510 and ECO 2520. (Offered Fall, Spring) 3 credits

ECO 3220 GLOBAL BUSINESS AND ECONOMIC RESEARCH SEMINAR
(formerly ECO 322)
This course is intended for students participating in the annual European Week Conference (Euroweek). Euroweek is an international student conference and competition whose overall purpose is to add value to current studies by exposing students to an international research environment. Students collaborate on multi-country teams to identify a research project that could have a positive economic and societal impact. Each team prepares an academic paper ready for journal submission and presents their research in front of an international audience and panel of judges during the week-long Euroweek conference. This course is also open to students that wish to participate in a research project without the associated travel. Prerequisites: Demonstrated competency in written and oral communication and approval by Euroweek faculty and Associate Division Dean. (Offered Spring) 3 credits

ECO 3310 LABOR ECONOMICS
(formerly ECO 331)
A study of labor market concepts from the perspectives of consumer and firm choices, with a focus on the influence of government policies. The major variables of wages, employment, and productivity are assessed from micro and macro viewpoints. The course highlights the social and political forces that gave rise to labor unions and the impact of collective bargaining. The drivers of unemployment and income distribution are also covered. Prerequisites: ECO 2510 and ECO 2520. 3 credits

ECO 3560 UNDERSTANDING ECONOMIC EVALUATIONS IN HEALTHCARE
(formerly ECO 356)
This course explores economic concepts on the micro and macro levels. The laws of supply and demand will be explored as they relate to the healthcare environment. Current issues of health insurance, uncompensated care, chronic disease management and methods of delivery, costs, pricing and financing health services will be explored while noting the micro and macroeconomic environment. The economic value of research and development, innovation, cost structures, physician specialization, utilization of mid-level practitioners, medical homes and prevention will be closely addressed. Note: This course is offered in seven-week semesters and is dual-listed with the Graduate level course BUS 5560. It is not offered every semester. 3 credits

ECO 4010 ECONOMETRICS
(formerly ECO 401)
This course will prepare students to conduct their own empirical analyses on actual Economic data. Students will learn how to evaluate probabilities, distributions and samples. They will apply hypothesis-testing methods to real world problems and they will carry out their own statistical tests, including estimation and forecasting, using regression techniques on time-series models. 3 credits

ECO 4701, 4702, 4703 INDEPENDENT STUDY
Independent study in an area approved by the Associate Dean for students with a minimum index of 3.0. The student works under the guidance of a member of the Business Faculty. Prerequisites: Senior standing and approval of the Associate Dean. (Offered upon request) 1, 2, 3 credits

Education Courses

EDU 3000 EPORTFOLIO
(formerly EDU 301E)
Students are required to have an electronic portfolio for designated Benchmark Performances in all education courses. Students will upload all benchmark assignments required by the program in which they are enrolled at a time designated by the professor and stated in the course outline. Credit for Benchmark Performances will only be given if uploaded to the electronic portfolio Chalk and Wire by the required date. Failure to upload by the required date may result in a failing grade for the course. Students are required to register for this class when they register for their first education course. (Pass/Fail) Fee-$103.00. 0 credit

EDU 3110 METHODS AND TECHNIQUES OF TEACHING SCIENCE FOR ADOLESCENT STUDENTS
(formerly EDU 311)
The course will involve micro-teaching, peer coaching and the study of the techniques and strategies for teaching science skills. The instructor will incorporate varied modalities, respective of the goals of this program, for the purpose of accomplishing teacher candidates’ competencies in the implementation of New York State Standards for Instruction and The Common Core State Standards. This course also helps to prepare candidates for the edTPA Secondary Science Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning
importance of teaching comprehensive social studies lessons. This course will consist of an examination of the specialized curriculum goals, instructional strategies, instructional technology and materials for the teaching of secondary mathematics. It will focus on methods for making the discipline meaningful to students by promoting an active learning process. The students will learn to develop learning experiences and conduct assessment reflecting the processes of growth and development of the adolescent. Literacy, to include reading and writing in the content area and information retrieval topics will be infused into the coursework. The literacy education will include the teaching of literacy skills of listening, speaking, reading and writing to native English speakers and students who are English learners at the middle school and adolescence level, including methods of reading enrichment and remediation. Attention is given to planning and teaching learning tasks and activities for students who are culturally diverse, those with limited English proficiency and those with special needs.

New York State’s 2010 Common Core Curriculum and NCTM’s Principles and Standards for School Mathematics will be studied in-depth. This course also helps to prepare candidates for the Secondary edTPA Mathematics Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-$47.00. 3 credits

EDU 3150 METHODS AND TECHNIQUES OF TEACHING SPANISH FOR ADOLESCENT STUDENTS
(formerly EDU 315)
This course focuses on teaching Spanish for communicative proficiency. The goals are to assist the teacher candidates to master the strategies and resources necessary to teach the four skills: listening, speaking, reading and writing so that the students will be able to use Spanish for communication as well as develop cross-cultural skills and understanding. Remedial and enrichment techniques will be discussed. A practical and theoretical framework for foreign language acquisition at the middle and high school level will be presented with special emphasis on lesson planning and teaching strategies. This course also helps to prepare candidates for the edTPA World Language Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-$47.00. 3 credits

EDU 3160 METHODS AND TECHNIQUES OF TEACHING SOCIAL STUDIES FOR ADOLESCENT STUDENTS
(formerly EDU 316)
This course will address micro-teaching, peer teaching and the study of techniques and strategies deemed appropriate for accomplishing the goals of the program in achieving competencies. Through teacher-generated and student-generated topics, teacher candidates will learn to provide instruction requiring critical analysis and research. The importance of teaching comprehensive social studies lessons with a view towards the interaction of political, geographic, economic, social, historical and cultural developments will be emphasized. This course is also designed to bring together the elements of the disciplines, which make up the social studies, to provide teacher candidates with a comprehensive understanding of the interdisciplinary nature of the social studies, and equip candidates with the ideas, strategies and techniques for teaching social studies in the middle and secondary schools. This course also helps to prepare teacher candidates for the edTPA Secondary History/Social Studies Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Fee-$47.00. 3 credits

EDU 3190 METHODS AND TECHNIQUES OF TEACHING ENGLISH FOR ADOLESCENT STUDENTS
(formerly EDU 319)
This course addresses teaching strategies that incorporate peer and micro-style instruction to Native speakers and students who are English language learners at the adolescent and middle childhood specialist levels. These instructional methods include response to and critical analysis of literature of various genres, research techniques with emphasis on technology tools and a practical/theoretical framework for language acquisition. This course also helps to prepare teacher candidates for the edTPA Secondary English-Language Arts Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-$47.00. 3 credits

EDU 3290 STRATEGIES FOR ALL LEARNERS IN THE DIVERSE CLASSROOM
(formerly EDU 329)
This course provides the teacher candidate with an overview of the knowledge, dispositions and skills necessary for formulating behavioral objectives, planning integrated lessons, assessing student progress, developing questioning skills and managing a classroom of diverse learners. A two-hour weekly observation in a high needs diverse school setting will be required. This field experience will provide the teacher candidate with opportunities to observe, participate and reflect upon various roles of a classroom teacher. New York State Standards for Instruction and the Common Core State Standards will be analyzed. This course also helps prepare teacher candidates for the edTPA elementary and secondary assessments by analyzing and applying the tasks of: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Fee-$93.00. 3 credits

EDU 3300 FIELD EXPERIENCE IN A SCHOOL SETTING
(formerly EDU 330)
This field experience will provide all teacher candidates with a two-hour per week experience in a high-needs district in inclusive classrooms at the grade levels for which the candidates are being prepared to teach. Teaching experiences will be in all content and special subject areas normally taught in all certification areas. Evaluation will be by certified cooperating teachers. Observations and implementation of pedagogical knowledge in the diverse classroom will be the focus of this field experience. Two supervised one-hour seminar meetings regarding field experiences are required. This course also helps
prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Corequisite: EDU 3290. Fee-$109.00. 0 credit

EDU 3310 ASSESSMENT: UNCOVERING THE ABILITIES OF STUDENTS WITH DISABILITIES IN THE SCHOOL SETTING
(formerly EDU 331)
This course will provide teacher candidates with the foundational skills to understand the uses and applications of educational assessment tools and resources. Various educational tools will be presented in a hands-on format in which the instruments will be critically reviewed and analyzed. The assessment process utilized to make eligibility, program, and placement decision for students with disabilities will be discussed. Opportunities to apply test data to guide instruction will be provided through case studies. 3 credits

EDU 3320, 3330 LITERACY IN THE CONTENT AREAS FOR CHILDHOOD TEACHERS I AND II
(EDU 332/333)
The goals of these courses are to assist the teacher candidates in understanding problems, approaches and resources necessary to teach reading, reading skills, diagnosing and applying remedial and enrichment techniques in the preschool, elementary and early middle grades. The teacher candidates will be presented with a practical and theoretical framework on which integrated language arts/reading instruction can be built, with special emphasis on technology tools and personal experiences to enhance language arts/reading instruction. In-depth studies will be experienced in the areas of whole language, basal readers, balanced literacy and guided reading. Through teacher-generated and student-generated topics, students will evolve extended reading/writing assignments that will require research in interpersonal skills, diversified learning styles, the writing process and child development as they relate to the reading/writing process. This course also helps to prepare teacher candidates for the edTPA Task 1 “Literacy Planning: Planning for Literacy Instruction and Assessment.” Prerequisite: EDU 3290. Fee-$62.00 for each course. 3, 3 credits

EDU 3340 LITERACY IN THE CONTENT AREAS FOR ADOLESCENT TEACHERS
(formerly EDU 334)
This course focuses on teaching literacy skills in listening, speaking, reading and writing to students who are both native English speakers and English language learners. The goals of this course are to assist the teacher candidate in understanding the approaches and resources necessary to teach reading skills for the content areas, as well as how to apply remedial and enrichment reading techniques. A practical and theoretical framework for language acquisition, literacy and comprehension development will be presented with special emphasis on technology tools and personal experiences to enhance students’ performance. Through teacher-generated and student-generated topics, teacher candidates will learn to provide instruction for literary response and expression, critical analysis and research. New York State Standards for Instruction and the Common Core State Standards will be analyzed. This course also helps to prepare teacher candidates for the edTPA Secondary English-Language Arts Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-$47.00. 3 credits

EDU 3350 STUDENTS WITH DISABILITIES IN THE SCHOOL SETTING: CHARACTERISTICS AND EDUCATIONAL NEEDS FOR THE CLASSROOM TEACHER
(formerly EDU 335)
This course will provide teacher candidates with the foundational skills to understand the characteristics and educational needs of students with disabilities. The special education eligibility process and the special education classifications are addressed in detail, beginning with the Response to Intervention process, and followed by the Committee on Special Education procedures. Strategies to address diverse learners will be discussed with a focus on Universal Design for Learning. Opportunities to apply strategies to guide instruction will be provided through case studies with Individualized Educational Programs. 3 credits

EDU 3360 CURRICULUM AND METHODOLOGY IN EARLY CHILDHOOD EDUCATION, BIRTH-GRADE 2
(formerly EDU 336)
This course addresses procedures for planning, organizing, implementing, and interpreting the learning environment, curriculum and materials for young children in the Birth to Grade 2 educational setting. Curriculum development and lesson planning will address the social, emotional, cognitive and physical development, as well as the diverse ability levels of early childhood learners. Fee-$47.00. 3 credits

EDU 3380 LITERACY IN THE CONTENT AREAS FOR CHILDHOOD TEACHERS
(formerly EDU 338; EDU 332/333 converted to 6 credits)
The goals of these courses are to assist the teacher candidates in understanding problems, approaches and resources necessary to teach reading, reading skills, diagnosing and applying remedial and enrichment techniques in the preschool, elementary and early middle grades. The teacher candidates will be presented with a practical and theoretical framework on which integrated language arts/reading instruction can be built, with special emphasis on technology tools and personal experiences to enhance language arts/reading instruction. In-depth studies will be experienced in the areas of whole language, basal readers, balanced literacy and guided reading. Through teacher-generated and student-generated topics, students will evolve extended reading/writing assignments that will require research in interpersonal skills, diversified learning styles, the writing process and child development as they relate to the reading/writing process. This course also helps to prepare teacher candidates for the edTPA Task 1 “Literacy Planning: Planning for Literacy Instruction and Assessment.” Prerequisite: EDU 3290. Fee-$124.00. 6 credits

EDU 3390 LITERACY IN THE CONTENT AREAS FOR ADOLESCENT TEACHERS
(formerly EDU 339; converted from EDU 334/337 for 3 credits)
EDU 3410 MATHEMATICS IN THE DIVERSE CLASSROOM BIRTH-GRADE 2/CHILDHOOD 1-6
(formerly EDU 341)
This course will consist of an examination of the curriculum goals, instructional strategies and materials for teaching mathematics in the elementary school (pre-school through middle school grades). It will focus on methods for making mathematics meaningful to children by promoting an active learning process, i.e., cooperative learning, collaborative grouping. The student will learn to develop learning experiences and conduct assessment reflecting the processes of growth and development of the child. Attention is given to planning and teaching mathematical tasks and activities for students who are culturally diverse, those with limited English proficiency and those with special needs. Also, the students will learn how to use manipulatives to develop concepts and utilize instructional technology. New York State’s Mathematics, Science and Technology Learning Standards and Elementary Common Core Curriculum and NCTM’s Curriculum and Evaluation Standards For School Mathematics will be studied in depth. Problem solving for all grades and age levels will be a major focus of the course. This course also helps to prepare candidates for the edTPA Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-$94.00. 6 credits

EDU 3510 SOCIAL STUDIES IN THE DIVERSE CLASSROOM BIRTH-GRADE 2/CHILDHOOD 1-6
(formerly EDU 351)
This course provides the teacher candidate with the knowledge, skills and dispositions necessary to know, understand and use major concepts and modes of inquiry from the social studies to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and an interdependent world in the preschool, elementary and early middle grades. Candidates will create and implement an integrated unit plan that reflects an understanding of the development of democratic values, basic principles of government and citizenship and cultural diversity. New York State Standards for Instruction and the Common Core State Standards will be analyzed. This course also helps to prepare candidates for the edTPA Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-$62.00. 3 credits

EDU 3520 TEACHING DIVERSE LEARNERS
(formerly EDU 352)
This course will offer an overview of the learning process, motivational techniques, communication skills and experiences of the adaptation of materials, instruction and assessment methods for the diverse learner. Teacher candidates will incorporate these skills in their student teaching experience as they learn to stimulate and sustain student interest, cooperation and academic growth. This curriculum will provide knowledge and ideas for collaborating and planning for academic interventions and coordinating with other school staff to assist students in reaching their learning potential. Differentiated instruction, classroom management and resources for teaching in urban settings are studied during the semester. This course also helps to prepare teacher candidates for the edTPA by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Fee-$93.00. 3 credits

EDU 3460 SCIENCE IN THE DIVERSE CLASSROOM BIRTH-GRADE 2/CHILDHOOD 1-6/ADOLESCENT 7-12
(formerly EDU 346)
This course is designed to prepare teacher candidates in science content as well as science education. Teacher candidates will develop the skills needed to plan and implement a series of active investigations with special emphasis given to understanding the science discovery method and science processing skills in preschool, elementary and early middle grades. The aim is to promote a sense of relatedness of science to other content areas, as well as to people and their daily problems. Students will relate science to literature, contemporary events, research, technology, safety and gain awareness that science is a lifelong way of thinking and investigating. Additionally, teaching science literacy skills of listening, speaking, reading and writing to native English speakers and students who are English Language Learners, including methods of enrichment and remediation, will be addressed. This course also helps to prepare teacher candidates for the edTPA Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-$62.00. 3 credits

EDU 3550 FIELD EXPERIENCE IN A SCHOOL SETTING-CHILDHOOD/EC PROGRAM
(formerly EDU 355)
This field experience will provide teacher candidates supervised experiences with two different age groups within the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in all content areas normally taught in the childhood classrooms with diverse student populations will be provided as well as opportunities for a gradual increase in the teacher candidate's responsibilities in the classroom.
Childhood teacher candidates will be under supervision of certified master teachers. Evaluations will be based on field performance. A nine hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-$93.00. 0 credit

EDU 3570 FIELD EXPERIENCE IN A SCHOOL SETTING- CHILDHOOD/SPECIAL EDUCATION PROGRAM  
(formerly EDU 357)
This field experience will provide teacher candidates with supervised experiences with two different age groups within the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in all content areas normally taught in the childhood classrooms with diverse student populations will be provided as well as opportunities for a gradual increase in the teacher candidates' responsibilities in the classroom. Childhood/Special Education teacher candidates will be under the supervision of certified master teachers. Evaluation will be based on field performance. A nine hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-$93.00. 0 credit

EDU 3600 FOUNDATIONS OF EDUCATION FOR REGULAR AND SPECIAL EDUCATION TEACHERS  
(formerly EDU 360)
Writing-Intensive Course
This course presents an overview of the philosophical, historical and sociological influences, models and theories that provide the basis of American education. Special reference is made to outstanding educators and events that have affected general and special education movements. Teacher candidates are expected to develop a personal philosophy of education and to demonstrate an awareness of the interaction and interdependence of society and education by objectively analyzing and criticizing educational issues. Teacher candidates will examine variations in beliefs, values and cultures within society and the effect of these on schooling. They will also demonstrate competency in written, oral and technological skills. Prerequisite: Sophomore-level or higher. Open to majors and non-majors. Fee-$47.00. 3 credits

EDU 3610 LAW AND PROFESSIONALISM IN INCLUSIVE SETTINGS  
(formerly EDU 361)
This course is designed to provide teacher candidates with an overview of the laws and policies governing regular and special education in the United States in terms of GOALS 2000 and IDEA '97. The professional and pedagogical knowledge, skills and dispositions candidates need to be competent to work with diverse student learners will be examined. Current inclusionary techniques, technology tools, adaptive strategies, interventions and behavior modification vehicles for the special needs learner will be explored. Fee-$47.00. 1 credit

EDU 3650 CRITICAL EXAMINATION OF ISSUES IN EDUCATION  
(formerly EDU 365)
Writing-Intensive Course
The course is designed to provide early childhood (Birth-Grade 2), elementary, (Childhood 1-6), secondary (7-12), and special education teacher candidates with a framework for critical examination of current issues affecting the modern classroom. Teacher candidates will learn to analyze and evaluate contemporary educational issues and research ideas based upon the knowledge gained in the course. The teacher candidate will acquire pedagogical knowledge, understanding and skills that include: Autism Spectrum Disorder; the impact of culture; heritage; socioeconomic level; personal health and safety; nutrition; past or present abusive or dangerous environments and how they impact the learners and the classroom. They will learn the skills in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco and other drugs and that fosters the health and learning of all students, and the development of sense of community and respect for one another. Tolerance, character, values, gender equity, prevention of school violence and multicultural issues as they pertain to learners from diverse backgrounds will be examined. They will also learn the importance of productive relationships and interactions among the school, home and community for enhancing student learning, including service learning and skill in fostering effective relationships and interactions to support student growth and learning. Teacher candidates will learn means for identifying and reporting suspected child abuse and maltreatment (including at least two clock hours of training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law.) The course provides an overview of education as an evolving system, an area of study and a field for professional growth. Topics will integrate information concerning learning and evaluative activities appropriate for use with students from Birth-Grade 2/Childhood 1-6, and Adolescence 7-12. Prerequisite: Sophomore-level or higher. Open to majors and non-majors. Fee-$93.00. 3 credits

EDU 3660 PRINCIPLES AND TECHNIQUES OF TEACHING ADOLESCENT STUDENTS IN THE DIVERSE CLASSROOM  
(formerly EDU 366)
This course builds on the theories and practices of EDU 3290, and focuses on the skills and strategies needed for ensuring equity of education for all students in today's diverse society. Strategies for identifying categories of disabilities and remediation methods will be introduced. These skills will include the ability to facilitate language acquisition and literacy development and will include methods for improving reading and writing in the content areas. Methods for planning and implementing collaborative lessons with colleagues will be addressed. Classroom management theories that will assist candidates in developing their own philosophy of classroom management for future teaching responsibilities will be studied along with practice in developing behavioral supports and interventions for the classroom of diverse learners. Candidates will acquire effective methodology to address classroom diversity as it relates to gender, race, ethnicity and ability. Prerequisite: EDU 3290. Fee-$47.00. 3 credits
EDU 3680 FIELD EXPERIENCE IN A SCHOOL SETTING - ADOLESCENCE PROGRAMS
(formerly EDU 368)
This field experience will provide teacher candidates supervised experiences with two different age groups within the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in content areas taught in the adolescent classrooms with diverse student populations will be provided, as well as opportunities for a gradual increase in the teacher candidate’s responsibility in the classroom. Adolescent Education teacher candidates will be under the supervision of certified master teachers. Evaluation will be based on field performance. A nine hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-$170.00. 0 credit

EDU 3690 FIELD EXPERIENCE IN A SCHOOL SETTING (SPECIAL SUBJECTS PROGRAMS: MUSIC EDUCATION AND VISUAL ARTS EDUCATION)
(formerly EDU 369)
This field experience will provide teacher candidates supervised experiences in the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in the special subjects content areas taught in the classroom with diverse student populations will be provided, as well as opportunities for a gradual increase in the teacher candidate’s responsibility in the classroom. Special subject teacher candidates will be under the supervision of certified master teachers. Evaluation will be based on field performance. A nine hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-$170.00. 0 credit

EDU 3700 FIELD EXPERIENCE IN A SCHOOL SETTING - ADOLESCENCE/SPECIAL EDUCATION PROGRAM
(formerly EDU 370)
This field experience will provide teacher candidates supervised experiences with two different age groups within the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in all content areas normally taught in the adolescent classrooms with diverse student populations will be provided, as well as opportunities for a gradual increase in the teacher candidate’s responsibilities in the classroom. Adolescence/Special Education teacher candidates will be under the supervision of a certified master teacher. Evaluation will be based on field performance. A nine hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-$170.00. 0 credit

EDU 4810 CHILDHOOD 1-6/EARLY CHILDHOOD BIRTH-2 STUDENT TEACHING
(formerly EDU 481)
Developmental learning processes, cultural heritage and family factors will be considered in the full-time 14 week teaching semester. The teacher candidates will demonstrate mastery of competencies needed to implement interdisciplinary instruction and assessment in the diverse classroom. All teacher candidates will student teach under the supervision of certified master teachers in a field placement with three different age groups within the range of grade levels birth–6 (one placement in birth through K, one placement in grades 1–3 and one placement in grades 4–6). Evaluation of teacher candidates will be based on field performance as well as the ability to demonstrate knowledge of how to enhance learning through both reflective and collaborative practice on the childhood level. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 4880. Fee-$217.00. 8 credits

EDU 4820 CHILDHOOD/SPECIAL EDUCATION STUDENT TEACHING
(formerly EDU 482)
Developmental and learning processes, cultural heritage and family factors of childhood/special education will be considered in the full time 14-week teaching semester. The teacher candidates will demonstrate mastery of competencies needed to implement instruction in the diverse inclusive classroom. Childhood/Special Education teacher candidates will student teach for one half of the semester in a general education classroom and one half of the semester in a special education/inclusive classroom. Experiences will be under the supervision of both a certified master education teacher and a certified master special education teacher. Field experiences will be with two different age groups within the range of grade levels 1–6 (one placement in grades 1–3, once placement in grades 4–6). Evaluation of teacher candidates will be based on field performance as well as the ability to demonstrate knowledge of how to enhance learning through both reflective and collaborative practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 4880. Fee-$217.00. 8 credits

EDU 4850 ADOLESCENCE STUDENT TEACHING
(formerly EDU 485)
Developmental and learning processes, culture heritage and family factors of adolescence will be considered in the full-time teaching semester. The teacher candidates will demonstrate mastery of competencies needed to implement instruction in the diverse adolescent classroom. Adolescent teacher candidates will student teach in grades 7–9 for one half of the semester and in grades 10–12 for the remaining half of the semester under the supervision of a certified master adolescent
education teacher. Field placement for adolescent education teacher candidates will be with age groups within the range of grade levels and subject areas for which candidates are being prepared to teach. Evaluation of teacher candidates will be based on field performance as well as the ability to demonstrate knowledge of how to enhance learning through both reflective and collaborative practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 4880. Fee-$217.00. 8 credits

EDU 4870 ADOLESCENCE/SPECIAL EDUCATION STUDENT TEACHING
(formerly EDU 487)
Developmental and learning processes, cultural heritage and family factors of adolescence/special education will be considered in the full time teaching semester. The teacher candidates will demonstrate mastery of competencies needed to implement instruction in the diverse inclusive classroom. Adolescence/Special Education teacher candidates will student teach for one half of the semester in a general education classroom and one half of the semester in a special education/inclusive classroom. Experiences will be under the supervision of both a certified master education teacher and a certified master special education teacher. Field experiences will be with two different age groups within the range of grade levels 7–12 (one placement in grades 7–9, one placement in grades 10–12). Evaluation of teacher candidates will be based on field performance as well as the ability to demonstrate knowledge of how to enhance learning through both reflective and collaborative practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 4880. Fee-$217.00. 8 credits

EDU 4880 VISUAL ARTS EDUCATION-STUDENT TEACHING
(formerly EDU 490)
In the full-time student teaching semester, the Visual Arts teacher candidate will demonstrate mastery of competencies needed to implement instruction in the diverse special subject classroom. The experience will be consistent with the program philosophy, purpose and objectives established and monitored by the program faculty and with learning outcomes specified and assessed regularly. This experience is accompanied by supervised weekly seminars conducted by faculty who have training and skills in the music education special subject areas and in the relevant pedagogy. Teacher candidates will have one placement in an elementary school and one placement in a middle or high school. Visual Arts education teacher candidates will teach under the supervision of a certified master teacher and relevant Division of Education and Music Department faculty. Evaluation of teacher candidates will be based on field performance as well as the ability to enhance learning through both reflective and collaborative practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 4880. Fee-$217.00. 8 credits

EDU 4890 MUSIC EDUCATION - STUDENT TEACHING
(formerly EDU 489)
In the full-time student teaching semester, the Music teacher candidate will demonstrate mastery of competencies needed to implement instruction in the diverse special subject classroom. The experience will be consistent with the program philosophy, purpose and objectives established and monitored by the program faculty, and with learning outcomes specified and assessed regularly. This experience is accompanied by supervised weekly seminars conducted by faculty who have training and skills in the music education special subject areas and in the relevant pedagogy. Teacher candidates will have one placement in an elementary school and one placement in a middle or high school. Music education teacher candidates will teach under the supervision of a certified master teacher and relevant Division of Education and Music Department faculty. Evaluation of teacher candidates will be based on field performance as well as the ability to enhance learning through both reflective and collaborative practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 4880. Fee-$217.00. 8 credits

EDU 4900 STUDENT TEACHING SEMINAR-ALL CERTIFICATION PROGRAMS
(formerly EDU 488)
Student teaching experiences will be incorporated into learning modules with special emphasis on classroom management techniques, advanced questioning techniques, reflective teaching practices and professionalism. Opportunities will also be provided for discussion to encourage and develop understanding and skills in the dynamics of interaction with parents, community members, professional colleagues and other school personnel. The capstone experience of this seminar will be the creation of a professional portfolio by each participant that will document growth in knowledge of subject matter, pedagogy and effective instructional practices. Guest speakers will offer workshops on relevant educational issues and trends including topics such as parental relations, conflict resolution, safety education, occupational education and consumer science education. 1 credit

GRADUATE-LEVEL COURSE DESCRIPTIONS FOR FIVE YEAR PROGRAM EDUCATION STUDENTS ONLY:
See the most recent Molloy College Graduate Catalog for full course descriptions and any fees. Credits vary.
English Courses

ENG 0700 ENGLISH GRAMMAR
(formerly ENG 070)
A survey of the elements of standard English grammar, including parts of speech, parts of the sentence, types of sentences, punctuation and common grammatical errors, with particular emphasis on application of correct grammar to composition. Required of all English and English education students unless they pass a qualifying examination. Passing grade for this course is “C” or higher. Three credit-hour equivalent. (Offered Fall, Spring, Summer) 0 credits

ENG 0900 COLLEGE PREPARATORY READING
(formerly ENG 090)
A course designed to improve fundamental reading skills, including reading comprehension, vocabulary and spelling. Required of all whose reading sub score of the EBRW section of the SAT exam is below 25 or whose reading section score on the ACT Exam is below 19. Must be taken prior to ENG 1000, 1010, and 1100. Minimum grade of C and 10th grade reading proficiency are required to pass 0900 and progress to ENG 1010. ENG 0900 must be repeated for any students who fail to meet these two requirements. Students who pass ENG 0900 but do not achieve a 12th grade reading proficiency must take ENG 1010. Three credit-hour equivalent. (Offered Fall, Spring) 0 credits

ENG 0920 ENGLISH LANGUAGE SKILLS FOR ACADEMIC READING I
(also ESL 0920; formerly ENG/ESL 092)
Minimum grade of “C” required. Three credit hour equivalent. Fee-$42.00. 0 credits

ENG 0930 ENGLISH LANGUAGE SKILLS FOR ACADEMIC WRITING I
(also ESL 0930; formerly ENG/ESL 093)
Minimum grade of “C” required. Three credit hour equivalent. Fee-$42.00. 0 credits

ENG 1000 INTRODUCTION TO COLLEGE COMPOSITION
(formerly ENG 100)
A course designed to attack basic problems in formal writing and to introduce formal paragraphing and essay writing. A prerequisite for ENG 1100 for students whose SAT Writing Subscore is below a 26 or ACT Writing Subscore is below and 8. To “pass” the course, a grade of “D” or better is required. This course is waived for students who transfer in ENG 1100. (Course does not satisfy General Education requirement and may not be taken for a Pass/Fail grade.) (Offered Fall, Spring) 3 credits

ENG 1010 CRITICAL READING
(formerly ENG 101)
Through a critical reading of literary and non-literary texts, this course explores the relationship among reading, writing, listening and speaking. Required of all students whose SAT

ENG 1050 ENGLISH LANGUAGE SKILLS FOR ACADEMIC READING II
(also ESL 1050; formerly ENG/ESL 105)
A minimum grade of “C” or better is required. (Does not satisfy General Education.) Fee-$42.00. 3 credits

ENG 1060 ENGLISH LANGUAGE SKILLS FOR ACADEMIC WRITING II
(also ESL 1060; formerly ENG/ESL 106)
A minimum grade of “C” or better is required. (Does not satisfy General Education.) Fee-$42.00. 3 credits

ENG 1100 COLLEGE COMPOSITION
(formerly ENG 110)
A program of writing designed to develop competence in the writing of clear expository prose and the research paper. Analysis of selected readings. Instruction in use of internet and library resources, including databases and print sources. Note: All English majors and Education majors must receive a grade of “B” or better in ENG 1100. (Admission to course subject to approval by English Chairperson.) (Offered Fall, Spring, Summer) 3 credits

ENG 1170 ESSENTIALS IN AMERICAN STUDIES: INTERROGATING THE AMERICA(N)
(formerly ENG 117)
This course focuses on the methods and concerns of American studies. Students will be exposed to the interdisciplinary study of literature and other cultural texts that directly or indirectly address the question of what “America” means and what it means to be an “American” in the United States and across the globe. Literary Period Course. (Offered Fall) 3 credits

ENG 1200 METHODS AND MATERIALS OF THE RESEARCH PAPER
(formerly ENG 120)
An introductory course in the methods and materials used in the writing of the research paper. A short research paper will be required. The department strongly requires that English majors transferring to Molloy take ENG 1200 during their first semester at Molloy. Instruction in use of internet and library resources, including databases and print sources. Note: All English majors and Education majors must receive a grade of “B” or better in ENG 1200. (Offered Fall, Spring) 1 credit

ENG 1500 INTRODUCTION TO LITERATURE
(formerly ENG 150)
Students will study literature from various historical periods and cultural traditions in order to gain a more global perspective. For this course, that perspective is defined as the ability to examine, negotiate and interrelate critically the differences between historical periods and cultures. With that perspective, the class is consequently able to draw sharper insights into the ethical implications of social conflicts, diversity, national identity
and assimilation. By studying literature in this global context, students learn to write papers that are deeply informed by their class reading, their research, and their personal reflections on these issues. Exposure to and exploration of poetry and drama both as literature and as meaningful experience. (Genre course.)

**3 credits**

**ENG 1610 INTRODUCTION TO POETRY AND DRAMA**  
(formerly ENG 161)  
Exposure to and exploration of poetry and drama both as literature and as meaningful experience. (Genre course.)  
(Offered Fall) **3 credits**

**ENG 1620 SHORT STORY**  
(formerly ENG 162)  
The development and techniques of the short story; selected readings in Continental, British and American masters, with in-depth study of three or four. (Genre course.)  
(Offered Spring, Summer) **3 credits**

**ENG 2000 WRITING IN THE DIGITAL AGE: AN INTRODUCTION**  
(formerly ENG 200)  
An introduction to the purpose, importance and process of writing in the digital age, including blogs, web pages social media, news and public relations sites, and personal resume and e-portfolio sites. (Offered Fall) **3 credits**

**ENG 2220 INTRODUCTION TO LINGUISTICS**  
(formerly ENG 222; ENG 122)  
A systematic study of the structure of language with emphasis on phonology, morphology, semantics and syntax. Passing ENG 0700 or the Grammar Examination is a prerequisite for registering for this course. (Offered Fall) **3 credits**

**ENG 2260 INTRODUCTION TO NEW MEDIA**  
(also COM/NMD 2260; formerly COM/NMD 243/ENG 226) **3 credits**

**ENG 2280 WRITING FOR THE WEB**  
(also COM 2280/NMD 2280; formerly COM/ENG/NMD 228)  
*Writing-Intensive Course*  
**3 credits**

**ENG 2300 SCRIPTWRITING FOR MEDIA**  
(also COM 2300; formerly COM/ENG 230; ENG 130; Script Writing for Broadcast and Telecast)  
*Writing-Intensive Course*  
(Advanced writing course.) **3 credits**

**ENG 2310 ADVANCED COMPOSITION**  
(formerly ENG 231; ENG 131)  
The writing and criticism of formal and informal essays and various types of articles and reviews, designed to develop effective expository expression in an individual and personal style. Prerequisite: ENG 1100 or equivalent. (Advanced writing course.) (Offered Fall) **3 credits**

**ENG 2320 CREATIVE WRITING**  
(formerly ENG 232; ENG 132)  
A course designed to develop creativity in such forms as short story, informal essay and original verse. Prerequisite: Admission to course subject to approval of Chairperson. Prerequisite: ENG 1100 or equivalent. (Advanced writing course.) (Offered Fall, Spring) **3 credits**

**ENG 2330 INTRODUCTION TO NEWSWRITING**  
(also COM 2330; formerly COM/ENG 233; ENG 133)  
Techniques of writing news, features, editorials; experience in reporting, interviewing, writing. Prerequisite: approval of ENG or COM Chairperson. Prerequisite: ENG 1100 or equivalent. (Advanced writing course.) (Offered Fall 2018) **3 credits**

**ENG 2340 JOURNALISM PRACTICUM**  
(also COM 2340; formerly COM/ENG 234; ENG 134)  
A workshop experience in newspaper publication, providing practical experience with campus publications or news bureau, with emphasis upon news reporting and news and headline writing, editing and layout. Formal classes in techniques: one hour per week; apprenticeship with campus publication or news bureau; a minimum of six hours per week. Prerequisite: ENG 2330. (Advanced writing course.) (Offered Spring 2019) **3 credits**

**ENG 2350 FILM AND DRAMA CRITICISM**  
(also COM 2350; formerly COM/ENG 235; ENG 135)  
Study of film and drama, with emphasis upon criteria for evaluating the aesthetic merits of each. Intelligent analysis and critical appraisal of individual films and dramas and writing of critical reviews, with special attention to the success with which each achieves artistic integrity. Prerequisite: approval of ENG or COM Chairperson, and ENG 1100 or equivalent. (Advanced writing course.) (Offered Fall 2019) **3 credits**

**ENG 2360 EFFECTIVE BUSINESS WRITING**  
(formerly ENG 236; ENG 136)  
Techniques of business writing, including the informal memo, the extended memorandum, the business letter and the report. Intended especially for students in business or students pursuing business programs. May not be used to satisfy the core requirement in English. Prerequisite: Admission to course subject to approval of the English Chairperson. Prerequisite: ENG 1100 or equivalent. (Advanced writing course.) (Offered Fall) **3 credits**

**ENG 2380 TECHNIQUES OF BUSINESS WRITING**  
(formerly ENG 238)  
Focus on selected business writing techniques, such as the business letter, report and memorandum. Prerequisite: ENG 1100. (Offered Fall, Spring) **1 credit**

**ENG 2390 FROM BOOK TO FILM: WATCHMEN**  
(formerly ENG 239A)  
This supplemental class will investigate the narrative decisions involved in “translating” a popular literary text into a popular film. Through analyses of these paired works, students will be able to argue for aesthetic, generic and cultural rationales behind any changes made. This course’s iteration of Book to Film will examine the quintessential revisionary graphic novel,
Watchmen (1987), and the eventual Hollywood blockbuster, Watchmen (2009). 1 credit

ENG 2391 FROM BOOK TO FILM: THE PRINCESS BRIDE
(formerly ENG 239B)
This supplemental class will investigate the narrative decisions involved in “translating” a popular literary text into a popular film. Through analyses of these paired works, students will be able to argue for aesthetic, generic and cultural rationales behind any changes made. This course’s iteration of Book to Film will examine the fan-favorite fantasy film, The Princess Bride (1987), and the meta-literary romance novel that preceded it, The Princess Bride: The Good Parts Version (1973). 1 credit

ENG 2410 GREAT WRITERS OF ENGLISH LITERATURE I
(formerly ENG 241; ENG 141)
A survey of the scope, forms and variety of English literature through study of its chief figures, with attention to the relationship of literature to the intellectual currents of the time. First semester: Beowulf poet to Milton. (Offered Fall) 3 credits

ENG 2420 GREAT WRITERS OF ENGLISH LITERATURE II
(formerly ENG 242; ENG 142)
Dryden to the early twentieth century. (Offered Spring) 3 credits

ENG 2430 MAJOR AMERICAN WRITERS I
(formerly ENG 243; ENG 143)
A study of literary trends in America from the colonial period to the rise of realism, with focus on representative writers from each period. (Offered Fall) 3 credits

ENG 2440 MAJOR AMERICAN WRITERS II
(formerly ENG 244; ENG 144)
Writing-Intensive Course
A study of literary trends in America from realism to the contemporary period, with focus on representative writers from each period. (Offered Spring) 3 credits

ENG 2480 ONLINE JOURNALISM
(also COM 2480; formerly COM 248/ENG 258) (Offered Spring) 3 credits

ENG 2500 FILM ART
(also COM 2500; formerly also COM 356; formerly ENG 356) 3 credits

ENG 2510 CONTINENTAL LITERATURE I: THE ANCIENT WORLD
(formerly ENG 251; ENG 151)
A study of selected Biblical, Greek and early Roman literary masterpieces, with emphasis on the epic and drama. Comparative analysis and critical appraisal of the works studied. (Offered Spring) 3 credits

ENG 2520 CONTINENTAL LITERATURE II: THE MIDDLE AGES
(formerly ENG 252; ENG 152)
A study of selected literary masterpieces from late Roman and medieval continental literature. Comparative analysis and critical appraisal of the works studied. (Offered Fall) 3 credits

ENG 2530 CONTINENTAL LITERATURE III: THE RENAISSANCE AND NEOCLASSICISM
(formerly ENG 253; ENG 153)
A study of selected continental literature from Cervantes to the French Revolution. Comparative analysis and critical appraisal of the works studied. (Offered Fall) 3 credits

ENG 2540 CONTINENTAL LITERATURE IV: THE MODERN AGE
(formerly ENG 254; ENG 154)
A study of selected continental literature from nineteenth and twentieth centuries, with emphasis on Romanticism, Realism and Symbolism. Comparative analysis and critical appraisal of the works studied. (Offered Fall 2019) 3 credits

ENG 2550 LITERATURE IN THE DIGITAL AGE
(formerly ENG 255)
A study of evolving genres of modern and online literature, including traditional and emerging forms, online writing communities and interactivity. (Offered Fall) 3 credits

ENG 2551 PUBLIC RELATIONS WRITING
(also COM 2551; formerly also COM 255, ENG 237) (Advanced Writing Course.) 3 credits

ENG 2620 CHILDREN’S LITERATURE
(formerly ENG 262; ENG 362)
An intensive study of children’s literature, with attention to plot, structure, characterization, language, literary technique and point of view. Genres studies include poetry, fable, myth, fairy tales, fantasy and folktales. This course is for Childhood Education majors only and will fulfill their Literature General Education. (Offered Fall, Spring) 3 credits

ENG 2630 MYTHOLOGY AND LEGEND
(formerly ENG 263; ENG 163)
An intensive study of children’s literature, with attention to plot, structure, characterization, language, literary technique and point of view. Genres studies include poetry, fable, myth, fairy tales, fantasy and folktales. This course is for Childhood Education majors only and will fulfill their Literature General Education. (Offered Fall, Spring) 3 credits

ENG 2630 MYTHOLOGY AND LEGEND
(formerly ENG 263; ENG 163)
An intensive study of children’s literature, with attention to plot, structure, characterization, language, literary technique and point of view. Genres studies include poetry, fable, myth, fairy tales, fantasy and folktales. This course is for Childhood Education majors only and will fulfill their Literature General Education. (Offered Fall, Spring) 3 credits

ENG 2630 MYTHOLOGY AND LEGEND
(formerly ENG 263; ENG 163)
An intensive study of children’s literature, with attention to plot, structure, characterization, language, literary technique and point of view. Genres studies include poetry, fable, myth, fairy tales, fantasy and folktales. This course is for Childhood Education majors only and will fulfill their Literature General Education. (Offered Fall, Spring) 3 credits

ENG 2630 MYTHOLOGY AND LEGEND
(formerly ENG 263; ENG 163)
An intensive study of children’s literature, with attention to plot, structure, characterization, language, literary technique and point of view. Genres studies include poetry, fable, myth, fairy tales, fantasy and folktales. This course is for Childhood Education majors only and will fulfill their Literature General Education. (Offered Fall, Spring) 3 credits

ENG 2700 LYCANTHROPY: A SPOTTER’S GUIDE
(formerly ENG 270)
A survey of the various interpretations of werewolves and theriomorphs in literature and folklore. Highly recommended as a foundation course in mythology and legend. 1 credit

ENG 2710 MONSTER’S INK: WRITING THE OTHERS
(formerly ENG 271)
From the thing under the bed to the beast within, from the freaks among us to the aliens at our borders, monsters have lurked
in the shadows of English literature since there has been an
English language. We will read and write about these monstrous
representations in mythic tales, novels, films, scientific journals
and tabloids as we catalog, interpret and synthesize our various
human reactions to these more-or-less than human hybrids,
metamorphs and chimeras. In the broadest sense, this course asks: “Do we define monsters by ourselves or ourselves by our
monsters?” 3 credits

ENG 2820 LITERARY CRITICISM
(formerly ENG 282; ENG 382)
Theory and practice of literary criticism from Plato to the
present. Required for English majors concentrating in Literature
or Writing. (Offered Fall) 3 credits

ENG 2900H (HONORS) MODERN MINDS: REFLECTIONS
ON A CHANGING WORLD
(formerly ENG 281H)
The course traces in selected literature major themes and ideas
that helped shape modern western civilization. Topics will vary
from year to year. Honors students only. (Offered Fall, Spring)
3 credits

ENG 3010 FEATURE WRITING
(also COM 3010; formerly COM/ENG 301; ENG 201; Advanced
Newswriting)
Emphasis is on the writing of features, editorials, investigative,
interpretive and in-depth reporting. (Advanced writing course.)
(Offered Spring) 3 credits

ENG 3020 PHOTO JOURNALISM
(also ART 3020/COM 3020; formerly ART/COM/ENG 302; ENG 202)
Fee-$88.00. 3 credits

ENG 3100 CHAUCER
(formerly ENG 310; ENG 210)
Study of the man, his time and his language. Readings include
Troylus and Criseyde, Canterbury Tales and other selections.
(Major author course.) (Offered Fall) 3 credits

ENG 3110 SHAKESPEARE
(also COM 3110, formerly COM/ENG 311; ENG 211)
Study and discussion of Shakespeare’s representative comedies,
tragedies and history plays, with attention to his power as a
poet and as a dramatic craftsman. (Offered Spring) 3 credits

ENG 3120 READINGS IN JOYCE
(formerly ENG 312; ENG 212)
A study centering on Ulysses but giving some attention to
Portrait and other works. (Major author course.) (Offered Fall
2019) 3 credits

ENG 3130 MILTON
(formerly ENG 313; ENG 213)
A study of the major poetry of John Milton, including Paradise
Lost, Paradise Regained and Samson Agonistes. (Major author
course.) (Offered Fall 2020) 3 credits

ENG 3140 DANTE
(formerly ENG 314; ENG 214)
A study of the Divine Comedy in translation, with particular
attention to the poem as the journal of a soul’s conversion and
as the interpretation of the human journey in the light of values
new-found. The philosophical and theological premises of the
poem are considered, as are the literary judgments enshrined in
it. (Major author course.) (Offered Fall) 3 credits

ENG 3150 FAULKNER
(formerly ENG 315)
A study of selected major short stories and novels of William
Faulkner. (Major author course.) (Offered Fall). 3 credits

ENG 3160 TOLKIEN
(formerly ENG 316)
In this class, we will hone our skills as literary critics by immersing
ourselves in the world of Middle-earth – J.R.R. Tolkien’s alternate
hairy-footed reality – and by reading The Lord of the Rings as
serious literature. What is it about the world of Middle-earth
that remains so compelling? Why do humans enjoy fantasy
literature? Does Middle-earth as a creation satisfy Tolkien’s own
critical requirements? Would it matter if he didn’t? As literary
critics, we will read, discuss and parse Middle-earth with such
question in mind. (Major author course.) 3 credits

ENG 3180 JANE AUSTEN
(formerly ENG 318)
A study of the major novels of Jane Austen. (Major author
course.) 3 credits

ENG 3210 READINGS IN MEDIEVAL ENGLISH
LITERATURE
(formerly ENG 321; ENG 221)
A survey of the poetry and prose of Old and Middle English
literature, excluding Chaucer. (Literary period course.) (Offered
Fall 2019) 3 credits

ENG 3220 SEVENTEENTH CENTURY ENGLISH POETRY
(formerly ENG 322; ENG 222)
An introduction to the last years of the English Renaissance
through a critical reading of the major poets: Donne, Herbert,
Jonson and Marvell. (Literary period course.) (Offered Fall 2020)
3 credits

ENG 3230 RESTORATION AND THE EIGHTEENTH
CENTURY
(formerly ENG 323; ENG 223)
A study devoted primarily to satire and criticism, concentrating
on Dryden, Swift, Pope and Johnson, but including the drama of
Congreve and Sheridan, with some attention to the rise of the
periodical essay. (Literary period course.) (Offered Fall) 3 credits

ENG 3240 PROSE AND POETRY OF THE ROMANTIC
PERIOD
(formerly ENG 324; ENG 224)
Selected poetry, critical prose, and letters of Wordsworth,
Coleridge, Byron, Shelley and Keats. (Literary period course.)
ENG 3250 VICTORIAN POETRY  
(formerly ENG 325; ENG 225)  
Study of representative Victorian poets, with emphasis on Tennyson, Browning, Arnold and Hopkins. (Literary period course.) (Offered Spring) 3 credits

ENG 3300 ADVANCED SCRIPT WRITING FOR MEDIA  
(also COM 3300; formerly COM 330, ENG 350)  
Prerequisite: COM 2300. 3 credits

ENG 3310 ADVANCED CREATIVE WRITING  
(formerly ENG 331)  
A course designed to further creativity in such forms as short story, novel, informal essay and original verse. Suggested prerequisite: ENG 2320. (Offered Fall, Spring) 1 credit

ENG 3320 NINETEENTH-CENTURY ENGLISH NOVEL  
(formerly ENG 332; ENG 232)  
Introduction, through lectures, to the origin and development of the English novel in the eighteenth century. Study of a representative work of six major nineteenth-century English novelists. (Literary period or genre course.) (Offered Spring 2021) 3 credits

ENG 3330 TWENTIETH-CENTURY ENGLISH NOVEL  
(formerly ENG 333; ENG 233)  
Trends in the English novel since 1900. Study, in relative depth, of a representative work of six major novelists from Conrad to the present. (Literary period or genre course.) (Offered Spring) 3 credits

ENG 3340 NINETEENTH-CENTURY AMERICAN NOVEL  
(formerly ENG 334; ENG 234)  
Development of the novel in nineteenth-century America. Study in relative depth of a representative work of six major novelists from Cooper to Crane. (Literary period or genre course.) (Offered Spring) 3 credits

ENG 3350 TWENTIETH-CENTURY AMERICAN NOVEL  
(formerly ENG 335; ENG 235)  
Trends in the American novel since 1900. Study, in relative depth, of a representative work of six major novelists from Dreiser to the present. (Literary period or genre course.) (Offered Spring 2020) 3 credits

ENG 3360 POETRY SINCE WORLD WAR II  
(formerly ENG 336; ENG 264)  
A study of selected poetry in English written since 1945. (Literary period or genre course.) (Offered upon request) 3 credits

ENG 3370 FICTION SINCE WORLD WAR II  
(formerly ENG 337; ENG 265)  
A study of selected fiction in English written since 1945. (Literary period or genre course.) (Offered upon request) 3 credits

ENG 3380 IRISH LITERATURE  
(formerly ENG 338; ENG 236)  
A survey of Irish literature from its origins in Celtic mythology through centuries of religious, economic and social influences to present voices of Ireland in prose, poetry and drama. (Offered Upon Request) 3 credits

ENG 3390 FRANCE IN THE MIDDLE AGES  
(also HIS 339; formerly HIS/ENG 339) 3 credits

ENG 3430 RENAISSANCE DRAMA  
(formerly ENG 343; ENG 243)  
A study of selected masterpieces of Renaissance drama, including representative works of such men as Shakespeare, Kyd, Marlowe, Jonson, Webster, Beaumont and Fletcher, Massinger and Ford. (Literary period or genre course.) (Offered upon request) 3 credits

ENG 3440 MODERN AND CONTEMPORARY DRAMA  
(formerly ENG 344; ENG 244)  
Drama in Europe and America from Ibsen to present. (Literary period or genre course.) (Offered upon request) 3 credits

ENG 3450 BROADWAY AND BEYOND  
(also COM 3450; formerly COM/ENG 345; ENG 245; Broadway Today)  
Direct experience of the New York theatre world with a view to enjoyment and critical evaluation of drama types currently being produced on the Broadway and Off-Broadway stages. Tuition does not include ticket and transportation expenses. (Genre course.) (Offered upon request) 3 credits

ENG 3490 ENGLISH THEATRE AND LITERARY TOUR  
(also COM 3490; formerly COM/ENG 349; COM/ENG 249)  
Direct experience of the London theatre world with a view to enjoyment and critical evaluation of drama types currently in production on the West End and other London stages. Visits to places and shrines whose historic and/or literary significance enhances enjoyment, understanding and appreciation of the literature of England. (Genre course.) (Offered upon request) 3 credits

ENG 3500 HISTORY OF THE ENGLISH LANGUAGE  
(formerly ENG 350; ENG 121)  
The development of the English language, its technical formation and the principles of linguistic change through a study of representative literature. (Offered Fall 2019) 3 credits

ENG 3510 LITERATURE OF THE BIBLE  
(formerly ENG 351; ENG 251)  
Selected writings of the Old and New Testament studied as literature; Biblical poetry and prose. Influence of Bible translation on the English language. (Offered upon request) 3 credits

ENG 3520 BIBLE IN LITERATURE  
(formerly ENG 352; ENG 252)  
Biblical influences on literature and the literary imagination;
selected works provide a basis for an investigation into the role the Bible plays in formation and interpretation of literary texts. Various areas, such as Biblical language, themes, images, metaphors and allusions, may be considered. (Offered upon request) 3 credits

ENG 3530 CODING FOR THE HUMANITIES
(also NMD 3530; formerly ENG 353/NMD353)
In this course, students will learn the coding languages of front-end web development (HTML, CSS, jQuery) in order to create their own websites, interactive maps and e-portfolios. Students will focus on multimodal writing (writing with images, text, video, etc.) and apply their coding skills to the creation of both creative and research-based writing projects. 3 credits

ENG 3540 BLOGS, ZINES AND E-BOOKS
(formerly ENG 354)
In this course, students will learn how to use digital publishing platforms to create personal, independent and scholarly texts for digital venues. Moving from short from writing (blogs, micro-blogging, etc.) to long form writing (zines, e-books, etc.), students with focus on best practices for online publication, as well as content licensing and dissemination. 3 credits

ENG 3570 DIGITAL PUBLIC RELATIONS CAMPAIGNS
(also COM 3570; formerly also COM 357; formerly ENG 357)
Writing-Intensive Course 3 credits

ENG 3580 E-PORTFOLIO DEVELOPMENT: PRIOR LEARNING AND ON-GOING LEARNING ASSESSMENT
(formerly ENG 397)
This course is intended ONLY for individuals seeking Life Experience Credit and requires the approval of the Associate Dean of Undergraduate Academic Affairs. The course will provide an overview of electronic portfolio development of prior learning. Portfolios may be used to assess and compare learning with actual course requirements or job requirements. Students will learn to select, categorize and document their achievements and accomplishments for review and assessment related to academic placement and/or employment. They will evaluate knowledge and skills acquired from previous experience or training on the job, in the community, in military service, through travel or through personal development. Students will demonstrate comprehension and appreciation of life/work experiences and how those relate to prior experiences and they will demonstrate the ability and skill to develop a comprehensive electronic portfolio using Molloy College’s Learning Management System (LMS), Canvas. Approval by the Office of Academic Affairs is required. (Offered Fall, Spring) Fee-$93.00. 3 credits

ENG 3590 OPPORTUNITIES IN COMMERCE
This one-credit course surveys the various expressions and interpretations of superheroes (loosely defined) in popular culture. (Offered Fall, Spring) 1 credit

ENG 3600 LITERATURE FOR ADOLESCENTS
(formerly ENG 366; Adolescent Literature)
An in-depth study of literature for adolescent readers with particular attention to genre, character and other story elements. (Offered Fall, Spring) 3 credits

ENG 3610 LITERATURE OF PEACE AND JUSTICE
(formerly ENG 361; ENG 261)
Study of selected masterworks in poetry, novel and drama designed to generate awareness of, and concern about, contemporary issues related to the areas of peace and justice. (Offered upon request) 3 credits

ENG 3620 LITERATURE AND THE CULTURE OF LIFE
(formerly ENG 365; Literature: A Holistic Approach to Fullness of Life)
Study of poetry, fiction, drama and film to provide insight into the psychological and philosophical principles of literature that explore the meaning and value of life. (Offered upon request) 3 credits

ENG 3630 AFRICAN-AMERICAN LITERATURE FROM 18TH CENTURY TO 1940
(formerly ENG 363; ENG 263 African-American Literature)
A study of the African-American literary tradition from the 18th century slave narratives through the cultural rebirth of the Harlem Renaissance. Representative African-American writers in all genres are read and interpreted in a historical context. (Offered Fall) 3 credits

ENG 3640 AFRICAN-AMERICAN LITERATURE FROM 1940 TO THE PRESENT
(formerly ENG 364)
A study of African-American poetry, short fiction, novels and drama from 1940 to the present. Representative contemporary African-American writers are read and interpreted in a historical context. (Offered Fall) 3 credits

ENG 3650 LITERATURE AND THE CULTURE OF LIFE
(formerly ENG 365; Literature: A Holistic Approach to Fullness of Life)
Study of poetry, fiction, drama and film to provide insight into the psychological and philosophical principles of literature that explore the meaning and value of life. (Offered upon request) 3 credits

ENG 3660 LITERATURE FOR ADOLESCENTS
(formerly ENG 366; Adolescent Literature)
An in-depth study of literature for adolescent readers with particular attention to genre, character and other story elements. (Offered Fall, Spring) 3 credits

ENG 3670 LITERATURE OF THE MIDDLE EAST
(formerly ENG 367)
Study of the literature of the Middle East, including the Persian, Arabic, Hebrew, Turkish, and other literatures of the region. 3 credits

ENG 3680 LITERATURE OF THE AMERICAS
(formerly ENG 368)
Introduction to the literature of the Americas, including works written in English, Spanish, and Portuguese. 3 credits

ENG 3690 LITERATURE OF THE SCANDINAVIAN COUNTRIES
(formerly ENG 369)
Introduction to the literature of the Scandinavian countries, including works written in Danish, Norwegian, Swedish, and Icelandic. 3 credits

ENG 3700 LITERATURE OF LATIN AMERICA
(formerly ENG 370)
Introduction to the literature of Latin America, including works written in Spanish and Portuguese. 3 credits

ENG 3710 LITERATURE OF THE CARIBBEAN
(formerly ENG 371)
Introduction to the literature of the Caribbean, including works written in English, Spanish, and Dutch. 3 credits

ENG 3720 LITERATURE OF THE ASIAN WORLD
(formerly ENG 372)
Introduction to the literature of the Asian world, including works written in Chinese, Japanese, and other Asian languages. 3 credits

ENG 3730 LITERATURE OF THE AMERICAN SOUTH
(formerly ENG 373)
Introduction to the literature of the American South, including works written in English. 3 credits

ENG 3740 LITERATURE OF THE AMERICAN WEST
(formerly ENG 374)
Introduction to the literature of the American West, including works written in English. 3 credits

ENG 3750 LITERATURE OF THE AMERICAN SOUTHWEST
(formerly ENG 375)
Introduction to the literature of the American Southwest, including works written in English. 3 credits

ENG 3760 LITERATURE OF THE AMERICAN NORTHWEST
(formerly ENG 376)
Introduction to the literature of the American Northwest, including works written in English. 3 credits

ENG 3770 LITERATURE OF THE AMERICAN MOUNTAIN WEST
(formerly ENG 377)
Introduction to the literature of the American Mountain West, including works written in English. 3 credits

ENG 3780 LITERATURE OF THE AMERICAN MIDWEST
(formerly ENG 378)
Introduction to the literature of the American Midwest, including works written in English. 3 credits

ENG 3790 LITERATURE OF THE AMERICAN SOUTHEAST
(formerly ENG 379)
Introduction to the literature of the American Southeast, including works written in English. 3 credits

ENG 3800 LITERATURE OF THE AMERICAN NORTH
(formerly ENG 380)
Introduction to the literature of the American North, including works written in English. 3 credits

ENG 3810 LITERATURE OF THE AMERICAN SOUTH
(formerly ENG 381)
Introduction to the literature of the American South, including works written in English. 3 credits

ENG 3820 LITERATURE OF THE AMERICAN WEST
(formerly ENG 382)
Introduction to the literature of the American West, including works written in English. 3 credits

ENG 3830 LITERATURE OF THE AMERICAN ATLANTIC
(formerly ENG 383)
Introduction to the literature of the American Atlantic, including works written in English. 3 credits

ENG 3840 A TASTE OF RUSSIAN LITERATURE
(formerly ENG 384)
This is an introductory course in Russian literature in English translation. The course will include presentations and discussions on important themes in Russian literature and on major writers and their historical context. 1 credit

ENG 3850 NARRATIVES OF HEALING
(formerly ENG 385)
As a study of the relational history of story, this class explores how the telling and writing of stories can offer insight and healing from a personal, cultural and community perspective. (Offered Fall, Spring) 1 credit

ENG 3860 PROJECTS IN CREATIVE WRITING
(formerly ENG 386)
A course focused on the process of writing in which students enhance their creative skills developing projects in poetry and/or diverse genres of prose (short story, essay, novel). 1 credit

ENG 4600, 4610 ENGLISH INTERNSHIP I, II
(formerly ENG 469A, 469B)
All English majors concentrating in Literature or Writing in their Junior or Senior year must take an internship, which they select from the professional and business opportunities offered by the Office of Experiential Learning. Students spend a minimum of 100 hours at the internship site and meet at least four times with the faculty supervisor. (Offered Fall, Spring, Summer) 3, 3 credits

ENG 4701, 4702, 4703 INDEPENDENT STUDY
Open to students of superior competence who manifest potential for and interest in scholarly research and/or creative expression. Students may concentrate on a particular author, genre, period or other approved study under the guidance of a member of the English faculty. (Offered upon request) 1, 2, 3 credits

ENG 4900 ENGLISH SEMINAR
(formerly ENG 491; ENG 281)
Writing-Intensive Course
Methods and techniques of literary research. Investigation, report and discussion based on individual student’s major research projects within area selected for study in the seminar. Required of all literature majors in senior year. A student registering for the seminar must submit a sample research paper with secondary sources incorporated in the text and the Works Cited page. The paper is due by April 15th for the fall semester or November 15th for the spring semester. The English faculty will determine whether the student needs additional preparation before beginning the seminar. (Offered Fall, Spring) 3 credits

ENG 4910 WRITING SEMINAR
(formerly ENG 492)
Writing-Intensive Course
The production and critical explication of a substantial piece of writing (e.g., a work in creative nonfiction; a research paper on media and new media institutions or development; a critical assessment of a literary television or cinematic work; a series of poems or short stories; or significant progress in a novel). The seminar, required for writing concentration English majors, concludes with a collation and assessment of student’s e-portfolio. (Offered Fall, Spring) 3 credits

Environmental Studies Courses

ENV 1010 INTRODUCTION TO ENVIRONMENTAL ISSUES
(formerly ENV 101; PHS 101)
Principles of environmental issues and an overview of global conditions such as carrying capacity, population trends, agricultural issues, energy issues, water and air pollution and hazardous waste. (Satisfies General Education). (Offered Fall, Spring) 3 credits

ENV 1400 OUR WORLD AND ITS FUTURE: OUR NATIONAL PARKS SYSTEM AND IT’S CENTENNIAL
(formerly ENV 140)
The National Park Service System in the United States is mandated by congress to preserve our national natural and cultural resources for future generations. National Parks around the world have modeled their national park systems after the U.S. system. Urban Parks, a relatively new addition to the traditional Parks, have been described as the “laboratories” or “templates” or how ecological restoration methods or techniques can foster a rebirth of the vibrant and dynamic ecological systems impacted by the urban landscape. This course will identify several diversity themes: diversity of pollution issues in urban environments; diversity of urban biological species/ ecosystem types and the diversity of restoration techniques begin implemented over the last 30 years in a relatively newly established urban National Park Unit; both successes and failures. Satisfies General Education requirement. 3 credits
ENV 2130 AIR POLLUTION  
(formerly ENV 213)  
An introduction to the basic concepts behind the production, transformation, transport and removal of air pollutants. Health and Environmental effects of air pollution will also be covered. Prerequisites: High school Chemistry and Physics within the past 5 years and ENV 1010. 3 credits

ENV 2140 WATER POLLUTION  
(formerly ENV 214)  
An introduction to the basic principles of water pollution and water pollution issues from local to global scales. Prerequisites: High school Chemistry and Physics within the past 5 years and ENV 1010. 3 credits

ENV 2570 SCIENTIFIC RESEARCH TECHNIQUES  
(formerly ENV 257)  
Writing-Intensive Course  
A study of scientific research tools including utilization of library resources, data collections, statistical interpretation of data and skilled scientific writing. Literature research in ENG 2570 is a prerequisite for research undertaken in ENV 4800. Prerequisite: Sophomore or Junior standing. 2 credits

ENV 4600 INTERNSHIP  
(formerly ENV 460; PHS 240)  
An opportunity for undergraduate students to acquire practical and broadening experiences in off-campus sites including governmental and private agencies. Requires designated off-campus hours, adherence to the criteria specified by the cooperating agency and accountability to the Faculty sponsor and Chairperson of the Department. Completion of the off-campus hours during the Summer antecedes the Fall semester’s or follows the Spring semester’s classroom experience. Prerequisite: Overall grade point average (GPA) must be at least 2.77 and a GPA of at least 2.77 in Earth Science/Environmental Studies required courses. (Pass/Fail credit only.) 3 credits

ENV 4701, 4702, 4703 INDEPENDENT STUDY  
Advanced work on an individual basis under the direction of a departmental member. Prerequisite: Approval of Department Chairperson of plan of study. (Offered upon request) 1, 2, 3 credits

ENV 4800 RESEARCH IN ENVIRONMENTAL SCIENCE I  
(formerly ENV 480)  
Majors in the Earth and Environmental Studies Program/Environmental Studies Concentration undertake a research project that entails refining an experimental design, laboratory work, data collection and data analysis. Library research and preliminary experimental design must be completed in ENV 2570. Student groups established in ENV 2570 will continue to investigate the identified problem or question. Students will be instructed in basic laboratory and research methods during the progression and completion of their research project. Dissemination and defense of scientific results will take place in ENV 4910. Research undertaken off-campus will require the prior approval of both a faculty mentor and the Departmental Chairperson. One lecture hour and for lab hours per week. Prerequisite: ENV 2570. 3 credits

ENV 4900 ENVIRONMENTAL SEMINAR  
(formerly ENV/ESC 497; PHS 270; ENV/ESC 496)  
Writing-Intensive Course  
A study of a selected topic in science that investigates the reciprocal influence of scientific thought/scientific investigation and contemporary society. The investigation will demonstrate acquired knowledge of specific scientific research, methods and techniques, and critically analyze how such inquiry may raise questions that challenge social or moral standards and potentially reshape the design and direction of science. Required of all students matriculating BS (Earth and Environmental Studies; Environmental Studies concentration). Prerequisite: Senior-level status or approval of department Chairperson. 2 credits

ENV 4910 RESEARCH THESIS  
(formerly ENV 491)  
Writing-Intensive Course  
Students in the Environmental Studies concentration in the Earth and Environmental Studies BS Degree program will expand on their reporting skills during a dissemination and defense of their specific results obtained in ENV 4800. This work will be performed independently under the supervision of the faculty mentor from ENV 4800. In addition to a final written thesis, students will be required to present their work at a departmental colloquium. Prerequisites: ENV 2570 and ENV 4800. 2 credits

ESC - Earth Science Courses

ESC 1150 ASTRONOMY  
(formerly ESC 115; PHS 115)  
The role that astronomy has played in enriching man’s cultural and scientific heritage. Methods of observation and analysis used by astronomers. Experiments in physical measurements and a visit to a Planetarium. Two lecture hours and two lab hours per week. (Satisfies general education.) (Offered Fall) Fee-$127.00. 3 credits

ESC 1250 PLANET EARTH  
(formerly ESC 125; PHS 125)  
A study of the processes that create change above, on and within our planet, such as the rock cycle, plate tectonics and meteorology. Two lecture hours and two lab hours per week. (Satisfies general education.) (Offered Spring) Fee-$93.00. 3 credits

ESC 1270 ROCKS AND MINERALS  
(formerly ESC 127)  
This course will study the materials that make-up the earth: their origin and identification. (Satisfies general education.) (2 hour lecture and a 2 hour lab) 3 credits

ESC 1300 EARTH’S HISTORY  
(formerly ESC 130)
This course will study the ancient life of the Earth and its development through geologic time. (Satisfies general education.) (2 hour lecture and a 2 hour lab) **3 credits**

**ESC 2310 SHAPING THE EARTH**  
(formerly ESC 231)  
This course will examine the processes that construct, deposit and erode the planet. **3 credits**

**ESC 2330 WATER PLANET**  
(formerly ESC 233)  
This course will examine the nature and distribution of freshwater and saltwater environments found on the Earth. **3 credits**

**ESC 2350 GEOLOGY OF NEW YORK**  
(formerly ESC 235)  
This course will examine the geological structures that are found within New York State and Long Island. **3 credits**

**ESC 2390 EARTH’S ATMOSPHERE**  
(formerly ESC 239)  
This course will examine the dynamics of the envelope that surrounds the earth and how its end products, weather and climate, affect the Earth. **3 credits**

**ESC 3750 GIS/GPS AND THE EARTH**  
(formerly ESC 375)  
This course will explore the use of the geographical information system and global positioning system and their relationship to the mapping of the earth’s resources. **3 credits**

**ESC 4600 INTERNSHIP**  
(formerly ESC 460)  
An opportunity for undergraduate students to acquire practical and broadening experiences in off-campus sites including governmental and private agencies. Requires designated off-campus hours, adherence to the criteria specified by the cooperating agency and accountability to the Faculty sponsor and Chairperson of the Department. Completion of the off-campus hours during the Summer antecedes the Fall semester’s or follows the Spring semester’s classroom experience. Prerequisite: Overall grade point average (GPA) must be at least 2.77 and a GPA of at least 2.77 in Earth Science/Environmental Studies required courses. (Pass/Fail credit only) **3 credits**

**ESC 4701, 4702, 4703 INDEPENDENT STUDY**  
Advanced work on an individual basis under the direction of a departmental member. Prerequisite: Approval of Department Chairperson of plan of study. (Offered upon request) **1, 2, 3 credits**

**ESC 4900 EARTH SCIENCE SEMINAR**  
(also ENV 4900; formerly ESC/ENV 497; PHS 270; ENV/ESC 496)  
A study of a selected topic in science that investigates the reciprocal influence of scientific thought/scientific investigation and contemporary society. The investigation will demonstrate acquired knowledge of specific scientific research, methods and techniques, and critically analyze how such inquiry may raise questions that challenge social or moral standards and potentially reshape the design and direction of science. Required of all students matriculating BS (Earth and Environmental Studies; Earth Science concentration). Prerequisite: Senior-level status or approval of department Chairperson. **2 credits**

---

**ESL - English as a Second Language Courses**

**ESL 0920 ENGLISH LANGUAGE SKILLS FOR ACADEMIC READING I**  
(also ENG 0920; formerly ENG/ESL 092)  
This course focuses on reading for academic purposes. Students will read and respond to a variety of genres, and learn to skim, scan, make inferences, as well as summarize and paraphrase reading. Students will also learn to understand authors’ purpose, stated and implied, and tone. Readings will be used to improve vocabulary, sentence structure, transitions, grammar, and mechanics. Minimum grade of “C” required. Three credit hour equivalent. Fee-$42.00. **0 credits**

**ESL 0930 ENGLISH LANGUAGE SKILLS FOR ACADEMIC WRITING I**  
(also ENG 0930; formerly ENG/ESL 093)  
This course focuses on the components of effective writing, which include paragraph structure, logical division of ideas, sentence structure, and the effective use of transitions. Student will write multiple drafts of paragraphs in different genres. In addition to organizing and developing their ideas, students will also learn to revise, edit, and proof-read their writing. Sentence structure, grammatical accuracy, and controlling a wide range of vocabulary will be an integral part of this course. Minimum grade of “C” required. Three credit hour equivalent. Fee-$42.00. **0 credits**

**ESL 1050 ENGLISH LANGUAGE SKILLS FOR ACADEMIC READING II**  
(also ENG 1050; formerly ENG/ESL 105)  
This course focuses on honing academic reading skills. Students will read from a variety of text types including essays, op-ed pieces, news reports, as well as excerpts from textbooks from different disciplines. Strategies include inferencing, predicting, evaluating different points of view, and critical analysis of the texts. Students will be exposed to a variety of styles, sentence structures, and idiomatic expressions. A minimum grade of “C” or better is required. (Does not satisfy general education.) Fee-$42.00. **3 credits**

**ESL 1060 ENGLISH LANGUAGE SKILLS FOR ACADEMIC WRITING II**  
(also ENG 1060; formerly ENG/ESL 106)  
This course prepares ESL students for college-level writing. Emphasis will be on organization, accuracy, and style of formal academic writing. Students will write multiple drafts of essays
covering a variety of genres. By the end of the course, students will be able to write well-organized and well-developed essays using a variety of sentence structures and college-level vocabulary. A minimum grade of "C" or better is required. (Does not satisfy general education.) Fee-$42.00. 3 credits

**ESL 1250 INTERMEDIATE LISTENING/SPEAKING I**  
(formerly ESL 125)  
The goal of this course is to help students improve their listening skills, to diversify the kinds of strategies they use for lecture comprehension and to develop effective note-taking strategies. This course offers a review of the English systems of consonant sounds, vowel sounds, and stress, rhythm, and intonation. Students also have the opportunity to work on their ability to organize and present material in a formal speaking format. Fee-$42.00. 3 credits

**ESL 1350 INTERMEDIATE READING/Writing I**  
(formerly ESL 135)  
The goal of this course is to help students to fully utilize reading texts and develop reading skills, such as skimming, scanning and making inferences. The students will learn to use both bottom-up and top-down processes for reading strategies. Students are provided with instruction to help develop writing skills, which include editing and organizing to successfully complete college writing assignments. Fee-$42.00. 3 credits

**ESL 1360 INTERMEDIATE READING/Writing II**  
(formerly ESL 136)  
This course is a continuation of ESL 135, and its goal is to further improve the students' reading and writing skills. Students are presented with different models of readings to develop receptive language and vocabulary. Student will perform different writing tasks that will focus on the writing process. Fee-$42.00. 3 credits

**ESL 1400 AMERICAN ENGLISH PRONUNCIATION**  
(formerly ESL 140)  
This course is designed for non-native speakers of English who are fluent in grammar, vocabulary and sentence structure, but have pronunciation difficulties. Through oral practice of American speech patterns and phonetics, students will learn to speak clearly, accurately and effectively and gain confidence in their oral expression. Fee-$42.00. 3 credits

**ESL 1450 ADVANCED LISTENING/SPEAKING**  
(formerly ESL 145)  
This course is designed for students who need to perfect their listening skills. Instruction focuses on: subject matter comprehension, paralinguistic cues in academic interactions, cross-cultural differences and discourse, and organization of lectures. It also provides refinement of spoken English. The emphasis is on speech production, speech performance, sound/spelling correspondences and discriminating listening skills. Fee-$42.00. 3 credits

**ESL 1550 ADVANCED READING/Writing**  
(formerly ESL 155)  
This course is designed to help advanced students polish their reading strategies for processing texts. Skill areas include inferencing, critical analysis, predicting and evaluating points of view, and reading between the lines. The course provides students with a variety of text types such as summary, critique, argument and fiction. There is special emphasis on the organization, style and accuracy of academic writing and editing and correcting one’s writing. Fee-$42.00. 3 credits

**Ethics Courses**

**ETH 2500 ETHICS: THEORY AND PRACTICE**  
(formerly ETH 250; PHI 250 Ethics; Theories and Principles; formerly Morality and Life)  
An introduction to philosophical and/or theological moral theories, with attention to classical and contemporary perspectives, and to their application to current moral issues. (Sponsored by the Department of Philosophy and the Department of Theology and Religious Studies.) 3 credits

**ETH 2520 SEXUAL ETHICS**  
(formerly ETH 252; PHI 195; PHI 252)  
This course examines the human meaning of sex and sexuality and their ethical aspects. Some of the issues discussed in this course are the following: love, marriage, sex, gender, feminism, identity, commitment, intimacy, pornography and censorship. Other topics will be considered at the discretion of the instructor and the students. (Sponsored by the Department of Philosophy.) 3 credits

**ETH 2540 ETHICS, JUSTICE AND SOCIETY**  
(formerly ETH 254; PHI 240; PHI 254; Topics in Social Ethics; Justice and Society)  
An introduction to philosophical and/or Christian theological conceptions of justice, such as those based on maximizing happiness, a social contract, compassion, and sacred obligation and their application to contemporary social issues, such as income inequality, racial discrimination, human rights and the societal roles of business, religion, civic organizations and government. Recommended for students considering a career in law or criminal justice. (Sponsored by the Department of Philosophy and the Department of Theology and Religious Studies.) 3 credits

**ETH 2550 ENVIRONMENTAL ETHICS**  
(formerly ETH 255; PHI 242; PHI 255)  
What kind of moral obligations do human beings have to other living things and the rest of nature? The course explores moral issues that arise in our relationship to nature, particularly from philosophical and/or religious perspectives. Basic theories and tools of moral reasoning are introduced to understand and evaluate diverse viewpoints about the current and ideal state of human interaction with our environment. Issues examined may include global climate change, species extinction, resource depletion, pollution, waste and animal cruelty. (Sponsored by the Department of Philosophy and the Department of Theology and Religious Studies.) 3 credits

ETH 2570 BUSINESS ETHICS (formerly ETH 257; PHI 256; PHI 257)  
An introduction to the general theories of ethics applied to the business field. Topics include social responsibilities,
environmental concerns, marketing, truth telling, employment, leadership, obligations to constituencies and the challenges and opportunities posed by capitalism. (Sponsored by the Department of Philosophy.) 3 credits

**ETH 2580 MEDIA ETHICS**  
(formerly ETH 258; COM 258/PHI 258; Communication Ethics)  
An investigation of the problems of ethical and moral decision-making in mass communications and technology. (Sponsored by the Department of Philosophy.) 3 credits

**ETH 2600 PROFESSIONAL ETHICS**  
(formerly ETH 260)  
This course introduces major theories of ethical decision-making and applies them to dilemmas likely to be encountered in the professional workplace. Topics include but may not be limited to social justice, rights and responsibilities, individuals and society, confidentiality, consent, diversity, advocacy, integrity and opportunities for transformational leadership. (Sponsored by the Department of Philosophy.) (Offered Fall/Spring) 3 credits

**ETH 2780 CHRISTIAN SOCIAL ETHICS**  
(formerly ETH 278; THE 278; Ethics: Methods and Issues; Moral Decision Making; Contemporary Ethics; Contemporary Christian Ethics)  
This course surveys the origins and foundations of Christian social ethics, and examines its interaction with contemporary social ethical issues. The course first reviews how the biblical and early Christian traditions addressed various social ethical problems of the time. Then the course studies the recent development of Catholic and/or Protestant social ethics in the modern world, and explores how these sources address selected issues in current political, economic, ecological and social life. (Sponsored by the Department of Theology and Religious Studies.) 3 credits

**ETH 2790 RELIGION AND GLOBAL MORAL ISSUES**  
(formerly ETH 279; THE 279; IPJ 279 Traditions of Peace and Justice)  
An examination of Christian and other religious sources which address the nature of peace and social justice, the origins of war and injustice and various strategies for overcoming these problems. Topics may include international inequalities, poverty and wealth, ecology, revolution and nonviolence. (Sponsored by the Department of Theology and Religious Studies.) 3 credits

**ETH 2880 ETHICS AND HEALTH CARE**  
(formerly ETH 288; THE 288)  
This course examines ethical theories, principles and applications to the field of medicine. The nature, rights and individual dignity of the human person and basic principles of moral philosophy will be discussed. Topics may include death and dying, euthanasia, physician-assisted suicide, abortion, allocation of scarce medical resources, truth telling in the doctor-patient relationship, the right to medical care, informed consent, human experimentation and other contemporary problems. (Sponsored by the Department of Philosophy or by the Department of Theology and Religious Studies.) 3 credits

**ETH 2890 DISABILITY ETHICS**  
Traditional moral and political philosophy has often ignored or marginalized the needs and interest of disabled individuals. This course introduces key intellectual traditions that have influenced our modern understanding of what is moral good and just. The class will contemplate fundamental questions that affect the daily lives of those with disabilities and their families. The course will introduce a moral principle or tradition and apply that to issues related to the needs and interests of those with disabilities. The objective is to develop an understanding of how the life circumstances and prospects of disabled people are shaped by larger discourses within moral philosophy and for students to acquire the capacity to respond to ethical dilemmas that affect those individuals with disabilities personal and professional lives. (Sponsored by the Department of Philosophy.) 3 credits

**ETH 2900H (HONORS) ETHICS AND CONTEMPORARY LIFE**  
(formerly ETH 280H; PHI 380H Ethics: Theories and Applications)  
An examination of general theories of obligation as applied to specific contemporary problems. The student will be introduced to major ethical theories, including: virtue-based, deontological and utilitarian standards. Life choices concerning issues of courage, moderation, wisdom, trust, authenticity, friendship, compassion and justice will be discussed. Controversial issues such as abortion, euthanasia, capital punishment, lying and truth telling, sexual morality, medical experimentation, citizenship, punishment, obligations to the disadvantaged and business and professional obligations are among those explored. (Sponsored by the Department of Philosophy or by the Department of Theology and Religious Studies.) 3 credits

**ETH 3900H (HONORS) BIOETHICS IN THE CONTEMPORARY WORLD**  
(formerly ETH 318H)  
This course explores medical ethics from two perspectives: the critical analysis of recent bioethics literature and the impact for future health care professionals. Both theory and application will be considered, especially as they relate to informed consent, human personhood, allocation of resources, technological advancement, research methods, professional duties, interpersonal relations and compassion in the workplace. (Sponsored by the Department of Philosophy or by the Department of Theology and Religious Studies.) 3 credits

**ETH 4701, 4702, 4703 INDEPENDENT STUDY**  
Specialized, self-directed study of a topic not available within scheduled courses, and under individual direction of a faculty member. Subject to Chairperson approval. (Sponsored by the Department of Philosophy or the Department of Theology and Religious Studies.) 1, 2, 3 credits

**GRADUATE-LEVEL COURSE DESCRIPTIONS FOR DUAL-DEGREE PROGRAM NURSING STUDENTS ONLY:**

**ETH 5050 ADVANCED MEDICAL ETHICS**  
(formerly ETH 505; PHI 505; THE 505)  
This course focuses on the study of general philosophical and/or theological theories, principles and applications in the
field of medical ethics. Selected moral issues in healthcare are examined. This course is a graduate-level course for Master’s level and Dual Degree Nursing students only and meets the general education requirement for Ethics. It is not open to other undergraduate students. (Sponsored by the Department of Philosophy and/or the Department of Theology and Religious Studies.) (Offered Fall, Intersession, Spring, Summer) 3 credits

Finance Courses

FIN 1510 PERSONAL FINANCIAL MANAGEMENT I
(formerly FIN 151; BUS 151)
This application course is the first of three personal finance courses that provides the building blocks to achieve personal financial success. It is a hands-on interactive course that is a study of personal and family resources considered important in achieving financial success. This involves how people spend, save, protect and invest their financial resources and requires the student to create an online interactive personal financial plan and budget. 1 credit

FIN 1520 PERSONAL FINANCIAL MANAGEMENT II
(formerly FIN 152; BUS 152)
This application course is the second of three personal finance courses that focuses on investing, one of the building blocks to achieve personal financial success. It is a hands-on interactive course that provides an overview of how to get started as an investor. In this course, the students will build a personal investment plan and portfolio. 1 credit

FIN 1530 PERSONAL FINANCIAL MANAGEMENT III
(formerly FIN 153; BUS 153)
This application course is the third of three personal finance courses that focus on money management. It is a hands-on interactive course that provides an overview of how to manage your financial resources with emphasis on building and maintaining good credit, managing income taxes and effectively managing major purchases including vehicles and types of housing. 1 credit

FIN 3500 CORPORATE FINANCE
(formerly FIN 350; ECO 250, ECO 350; BUS 350)
This course addresses the two primary concerns of a Chief Finance Officer (CFO): Capital Budgeting - how to select investment projects; and Capital Structure - how to finance the firm. Prerequisites: BUS 3430 and ECO 2510 or ECO 2520. (Offered Fall, Spring) 3 credits

FIN 3600 EQUITY ANALYSIS FOR CFA CHALLENGE
(formerly FIN 360)
This course provides students with the quantitative and qualitative skills needed to perform equity research and draft an equity research report. Students, both individually and in teams, will become equity research analysts and draft a professional equity valuation report that includes buy, sell or hold recommendations. 1 credit

FIN 3800 INVESTMENT MANAGEMENT
(formerly FIN 380; BUS 380)
This course provides a framework for trading-off risk versus return in valuing stocks and bonds. In addition, this course evaluates how to aggregate securities into an optimal portfolio. Prerequisite: FIN 3500. 3 credits

FIN 3810 RISK MANAGEMENT
(formerly FIN 381; BUS 381)
This course will provide a framework for making risk management and insurance decisions to increase business value and individual welfare. The course will familiarize students with insurance contracts and markets. Prerequisite: FIN 3500. 3 credits

FIN 3830 BEHAVIORAL FINANCE
(formerly FIN 383; BUS 383)
This course will survey the evidence and use psychology to guide alternative theories of financial markets. The class will then explore the evidence for both views in the context of capital structure, investment, dividend and merger decisions. Prerequisites: ECO 2510, ECO 2520, FIN 3500. 3 credits

FIN 3840 REAL ESTATE AND PROJECT FINANCE
(formerly FIN 384; BUS 384; Real Estate Finance and Investments)
This course focuses on Corporate Credit, Distressed Investments and Corporate Restructuring. It explores both the quantitative and qualitative elements of corporate credit and distressed analysis. While we will explore aspects of predicting financial distress, the more important portion of this course relates to the valuation and analysis of distressed firms and their outstanding securities – primarily bonds and bank loans. Discussion and
analysis of the high yield, junk bond markets complements and distressed securities materials are covered. Reorganization in bankruptcy cases explore this unique period in a company’s “life cycle.” Prerequisite: FIN 3500. 3 credits

FIN 3890 FUNDAMENTAL ANALYSIS AND COMPANY VALUATION
(formerly FIN 389; BUS 389)
This course will explore the tools used by analysts to evaluate the financial position of a business from an investment and strategic perspective. Employing the core principles of fundamental and valuation analysis, students will examine in detail how financial statements and strategic positioning are used to value a company. Students will learn a variety of relative value techniques and understand how to construct an absolute discounted cash flow valuation. Prerequisites: FIN 3500. 3 credits

FIN 4030 CORPORATE TREASURY MANAGEMENT
(formerly FIN 403; BUS 403)
This course covers treasury management principles and practices used to manage a company’s global liquidity, capital and risk management functions. Fundamental concepts of treasury management, working capital management and managing corporate global liquidity will be discussed. Prerequisites: ECO 3150 and FIN 3500. 3 credits

French Courses

FRE 1010 BEGINNING FRENCH I
(formerly FRE 101)
This is an introductory course that focuses on the development of communicative proficiency in the French language. This course affords students the opportunity to practice speaking, listening, reading and writing skills in French, as well as to gain knowledge and understanding of the culture. Particular emphasis is placed in the systematic mastery of vocabulary and conversational skills. FRE 1010 is intended for students with little or no previous experience in the language. (Offered Fall, Spring) Fee-$42.00. 3 credits

FRE 1020 BEGINNING FRENCH II
(formerly FRE 102)
This course focuses on continuing to develop basic communicative competency in French. Students practice speaking, listening, reading and writing skills in French, as well as gain knowledge and understanding of the culture. Particular emphasis is placed on the systematic mastery of vocabulary and conversational skills. FRE 1020 is intended for students who have taken FRE 1010 or 3 or more years of French at the secondary level. (Offered Fall, Spring) Fee-$42.00. 3 credits

FRE 2010 BEGINNING FRENCH III
(formerly FRE 201; Intermediate French)
This course is designed to reinforce and expand the necessary skills acquired in previous courses and to achieve the next step towards communicative proficiency. Emphasis is placed on the study of more advanced grammatical structures, vocabulary and idiomatic expressions. Students will read a variety of high-interest texts as well as experience videos, music, news broadcasts, etc., that provide models for discussion and writing and that are a means for understanding the contemporary Francophone culture. Prerequisite: FRE 1020 or equivalent. (Offered Fall, Spring) Fee-$42.00. 3 credits

GEO 2000 INTRODUCTION TO GEOGRAPHY
(formerly GEO 200; PHS 111)
An analysis of key geographical concepts, both cultural and physical. Considers how such geographic factors as location, landforms, climate, soil and natural resources have shaped cultures and civilizations, and the role played by individuals and groups in gradually altering their environment. For History, Political Science, Childhood Ed/History, Adolescence Education/Social Studies, Earth and Environmental Science Majors only. Also for Environmental Science Minors. (Does not satisfy Science General Education.) (Offered Fall and Spring) 3 credits
### Gerontology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRN 1660</td>
<td>ART THERAPEUTIC TECHNIQUES (formerly GRN 240)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(also ART/PSY/SWK 1660; formerly ART/GRN/PSY/SWK 166)</td>
<td></td>
</tr>
<tr>
<td>GRN 2010</td>
<td>INTRODUCTION TO GERONTOLOGY (formerly GRN 201)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(formerly GRN 101)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In spite of the overwhelming social denial of aging, major demographic changes are resulting in greater numbers of older adults. How can we begin to acknowledge these changes and the seismic impact on every societal structure? Multidisciplinary knowledge covering lifespan development, relationships, the aging body and mind, as well as the evolution of the spirit will form the basis for an introduction to aging. Selected works from fiction and non-fiction writings and films will supplement the text. Required for minor. Recommended as a preparation for upper level courses in Gerontology. (Offered Fall, Spring)</td>
<td></td>
</tr>
<tr>
<td>GRN 2020</td>
<td>AGING AND NUTRITION (formerly GRN 202)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(formerly GRN 102)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Growing old is not an illness. However, passing years make our bodies more vulnerable to disease. This course examines nutritional lifestyle options that reduce this vulnerability. The theories for a nutritional practice addressing the needs of the elderly are utilized for a holistic approach to wellness as we age. (Offered Fall)</td>
<td>1</td>
</tr>
<tr>
<td>GRN 2280</td>
<td>AGING AND MENTAL HEALTH (formerly GRN 228)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The nature and problems of old age, common emotional problems, psychiatric disorders and special concerns of the disenfranchised elderly will be covered. The course presents treatment options including psychotherapies, behavioral therapies and drug therapies with exploration of life review and grief work. (Offered Fall, Spring)</td>
<td></td>
</tr>
<tr>
<td>GRN 2340</td>
<td>PERSPECTIVES ON AGING THROUGH FILM (formerly GRN 234)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(formerly GRN 134; formerly Film Festival on Aging)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A long and rich history of film development covering multidisciplinary issues of growing old provides varied opportunities for focused explorations. Award winning films with diverse perspectives will structure the lecture, presentations and discussions on aging topics such as caregiving, women and aging, sexuality, lifestyle choices and living arrangements. (Offered Fall, Spring)</td>
<td>1</td>
</tr>
<tr>
<td>GRN 2370</td>
<td>PSYCHOLOGY OF AGING (formerly GRN 237)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(also PSY 2370; formerly also PSY 237; formerly GRN 237)</td>
<td></td>
</tr>
<tr>
<td>GRN 2400</td>
<td>INTRODUCTION TO ALZHEIMER'S DISEASE (formerly GRN 240)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A two day course designed to increase the students’ understanding of how Alzheimer’s disease affects the person and his/her caregiver(s). The course will focus on the disease process, difficult behaviors, communication skills, problem-solving and caregiver issues.</td>
<td>1</td>
</tr>
<tr>
<td>GRN 2410</td>
<td>SUBSTANCE ABUSE AND THE ELDERLY (formerly GRN 241)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(formerly GRN 141)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frequently neglected as a major factor in unsuccessful aging, substance abuse will be explored through progression, physiological changes, assessments and interventions. Students will develop perspectives that facilitate awareness of ways this abuse can complicate nutritional deficits, relationship difficulties, depression and a history of accidents and falls in the older population. (Offered Spring)</td>
<td>1</td>
</tr>
<tr>
<td>GRN 2420</td>
<td>NETWORK OF CARE (formerly GRN 242)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(formerly GRN 142)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The “Aging Network” is comprised of thousands of organizations, ranging from large, complex area agencies to small neighborhood nutrition sites. This course explains the social and legal definitions of who is elderly, and prepares students to lead the way through the often perplexing maze of services, benefits and entitlements that make up the vast network of care. (Offered Fall, Summer)</td>
<td></td>
</tr>
<tr>
<td>GRN 2440</td>
<td>CAREGIVING FOR ALZHEIMER'S DISEASE (formerly GRN 244)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(formerly GRN 244)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed to increase the student’s understanding of how Alzheimer’s disease affects the person and his/her caregiver(s). The course will focus on the disease process, difficult behaviors, communication skills, problem-solving and caregiver issues.</td>
<td></td>
</tr>
<tr>
<td>GRN 2450</td>
<td>PALLIATIVE CARE (formerly GRN 245)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>This elective prepares social workers for the basic skills needed to provide palliative care to seriously ill patients and their families. The course will also cover how to have discussions regarding end of life decisions. In addition, the history of palliative care, as well as medical, financial and the ethical ramifications will be discussed. This course will explore the settings in which palliative care is delivered, the roles of the interdisciplinary team members with a focus on the clinical skills needed to engage seriously ill patients, family members, other care providers and members of the interdisciplinary team. We will examine how to conduct assessments, understand advanced care planning and facilitate shared decision-making. This course will also cover self-care and how culture as well as spirituality play a role in the delivery of palliative care.</td>
<td></td>
</tr>
<tr>
<td>GRN 2530</td>
<td>AGING IN SOCIETY (formerly GRN/SOC 253)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(also SOC 2530; formerly GRN/SOC 253)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Offered Fall, Spring)</td>
<td></td>
</tr>
<tr>
<td>GRN 2620</td>
<td>DEATH, DYING AND Bereavement (formerly GRN 262)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(also PSY 2620; formerly GRNPSY/SOC 262; Sociology of Death and Dying)</td>
<td></td>
</tr>
<tr>
<td>GRN 3000</td>
<td>AGING-A MARKETING PERSPECTIVE (formerly GRN 300)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The ever-expanding population of older adults has produced</td>
<td></td>
</tr>
</tbody>
</table>
a growing market for business entrepreneurs. This course explores the population, the opportunities and the skills for business development in service delivery to the elderly. An assessment and research perspective will be applied to a review of current business applications in health care, finance, environment design, advocacy and others. (Offered Spring) 3 credits

GRN 3120 BIOLOGY OF AGING
(also BIO 3120; formerly BIO/GRN 312; BIO/GRN 212)
3 credits

GRN 3270 GERIATRIC ASSESSMENT AND EVALUATION
(formerly GRN 327; formerly NUR 327)
A review of normal aging, including physiological changes, and the prevention of disease and injury, will precede an exploration of the geriatric patient. Signs of disease, multiple causes of frailty, dementia, depression, medications and end of life issues will be explored from the perspective of caregivers, both professional and familiar. (Offered Spring) 3 credits

GRN 3280 GERIATRIC ASSESSMENT
(formerly GRN 328)
This course provides an overview of the normal physiological changes in aging and their impact on functional health patterns. The focus will be assessing the changes that can impact wellness and the development of acute complications or the progression of chronic disease processes. Many physical, environmental, psychological and social events have significant effects on the daily functioning of older adults that differ from others in the community. This course will provide the knowledge and tools for assessing older adults in order to optimize their health, function and quality of life. Comprehensive geriatric assessments are completed by various members of an interdisciplinary team and so emphasis will be placed on the need to recognize these alterations in patterns and to address them by incorporating the expertise of all team members. 1 credit

GRN 3520 PRACTICUM/FIELD PLACEMENT
(formerly GRN 352; formerly offered for more credits as GRN 250, 350)
This course provides a supervised work experience with both well and frail elderly. The student is required to spend seven (7) hours per week in an agency approved by the Coordinator of Gerontology. The field experience is supplemented by a regularly scheduled integrative seminar. Students seeking the Minor must accumulate 100 hours. Applications with approval must be on file in the Gerontology Program prior to enrollment. Prerequisite: GRN 2010. (Offered Fall, Spring) 3 credits

History and Political Science Courses

POL POLITICAL SCIENCE
Refer to by subject under POL courses.

HIS 1010 WESTERN CIVILIZATION I
(formerly HIS 101)
The study of the rise and progress of Western Civilization from the achievements of Greece and Rome through the Middle Ages, Renaissance and Reformation. The geographic settings, as well as the significant trends in the political, social, economic, intellectual and cultural development of Europe will
be analyzed. Required of History majors. (Offered Fall) 3 credits

HIS 1020 WESTERN CIVILIZATION II
(formerly HIS 102)
The study of the development of Western Civilization from the Enlightenment to the present. The geographic settings, as well as the significant trends in the political, social, economic, intellectual and cultural development of Europe will be analyzed. Required of History majors. (Offered Fall) 3 credits

HIS 1110 AMERICAN CIVILIZATION I
(formerly HIS 111)
A survey of the political, social, economic and cultural developments that have influenced the growth of the United States from the Colonial period to the Civil War. This course will analyze the impact of geography, institutions and ideas that shaped American Civilization, with emphasis on continuity, change and conflict in American society. (Offered Fall) 3 credits

HIS 1120 AMERICAN CIVILIZATION II
(formerly HIS 112)
A survey of the political, social, economic and cultural developments that have influenced the growth of the United States from the Post Civil War period to the present. The course will provide a geographic overview and will analyze the institutions and ideas that shaped American Civilization, with emphasis on continuity, change and conflict in American society. (Offered Spring) 3 credits

HIS 2160 HISTORY OF UNITED STATES FOREIGN POLICY
(formerly HIS 216)
A consideration of the origins of American traditional foreign policy with the major emphasis on exploring the consequences of geography, political and economic decisions, and social pressures on America’s diplomatic problems as America contracts and expands its participation in world affairs since 1900. (Offered Spring) 3 credits

HIS 2210 UNITED STATES SINCE WORLD WAR II
(formerly HIS 221)
This course will examine the major political, economic, social and technological changes that have shaped contemporary American society. The impact of geography, economic ideas and political ideals on both domestic and foreign developments that have affected the role of the United States as a post-war superpower will be analyzed. (Offered Fall) 3 credits

HIS 2230 HISTORY OF LATIN AMERICA
(formerly HIS 223)
An examination of the historical and geographical factors that have influenced the development of Latin American countries; contemporary social, economic and political conditions and challenges, as well as relations with the United States will be explored. (Offered Fall) 3 credits

HIS 2240 HISTORY OF THE CARIBBEAN
(formerly HIS 224)
A study of the political, economic and social developments of the nations of the Caribbean from Columbus to Castro. The geographic setting, the colonial heritage and the cultural diversity of the region will be examined and the relations between the Caribbean nations, the United States, and Europe will be analyzed. (Offered Fall) 3 credits

HIS 2300 STUDY OF AFRICA
(formerly HIS 230)
A survey of the history and geography of Africa, including the economic and political development of the continent. The North African civilizations as well as the cultures of Africa south of the Sahara will be discussed. Topics will include: Islamic history and traditions, tribalism, African nationalism, white minority rule, one party rule and apartheid. (Offered Spring) 3 credits

HIS 2320 MODERN CHINA
(formerly HIS 232)
A study of China in the nineteenth and twentieth centuries. Topics include, the Western Powers in China, the revolutionary forces that brought the Empire to an end, and the modern period under the People's Republic of China. This course will examine the impact of geography on China's economic and political development in modern society. (Offered Fall) 3 credits

HIS 2330 HISTORY OF JAPAN
(formerly HIS 233)
A study of Japanese civilization with an overview of the cultural and historic legacy and the importance of geography in the development of the nation. The course will concentrate on modern Japanese history and the remarkable economic and political transformation of Japanese society in the Post-World War II period. (Offered Spring) 3 credits

HIS 2340 REGIONALISM IN EUROPE AND ASIA
(also POL 2340; formerly HIS/POL 234; History and Politics of European Integration)
A theoretical and functional understanding of regionalization (economic integration within a region) and regionalism (the creation of institutions to promote such integration) using the European and Asian models as examples in contrast. The course will focus on the historical and institutional development of the European Union (EU), the Association of South East Asian Nations (ASEAN) and the Asian Pacific Economic Cooperation (APEC). Readings and discussions explore why states sacrifice sovereignty to create regional institutions to coordinate economic, financial and in some cases security policies. This approach offers students views of how and why regionalism differs from region to region due to each national, social, historical, political and ideological experience. (Offered Fall) 3 credits

HIS 2350 HISTORY AND POLITICS OF SOUTH ASIA:
INDIA, PAKISTAN AND AFGHANISTAN
(also POL 2350; formerly HIS/POL 235; History of India)
This course covers the Indian subcontinent's history from c. 1500 to the present. The course examines South Asian interests from regional and global perspectives with an analysis of the economic, political and security issues of Pakistan and Afghanistan. Students will gain a clear understanding of South and Central Asian politics and their applications to issues like
empire, nationalism, non-violence, globalization, terrorism, ethnicity, development and cultural phenomenon such as tribalism, religion and caste. (Offered Fall) 3 credits

HIS 2360 HISTORY AND POLITICS OF SOUTHEAST ASIA
(also POL 2360; formerly HIS/POL 236)
This course is a study of Southeast Asia in the nineteenth and twentieth centuries. Topics analyzed include the establishment of colonial regimes by Western powers, the political structures in the nineteenth and early twentieth centuries, international commerce, the state and society, religion and anti-colonial movements and the impact of nationalism and modernist reform. In the mid-twentieth century, war and peace in Southeast Asia bring an end to European colonial empires, the emergence of the political structures of independent states, economic and social as well as religious changes. In addition, the interplay of regionalism with issues of identity and unity in the context of post-independence nationalism, the beginning of the Cold War, the formation of the Association of South-East Asian Nations (ASEAN), the Non-Aligned Movement, the Second Indo-China War and international communism. The countries we discuss include Vietnam, Laos and Cambodia, Burma, Malaysia, Indonesia, the Philippines, Thailand, Singapore and Brunei. The course and Global-Learning Program trip in Thailand aim to increase our awareness of one of the most culturally diverse areas in the world today. (Offered Fall) 3 credits

HIS 2450 AMERICAN HISTORY THROUGH FILM
(formerly HIS 245)
This course examines twentieth-century American culture and society through film. It critically assesses how American society is portrayed in popular films at different times and within various contexts. It will demonstrate how motion pictures have shaped and were shaped by the society in which they were made, and thereby provide new insights into the American past. (Offered Fall) 3 credits

HIS 2490 HISTORY OF MODERN RUSSIA
(formerly HIS 249)
A survey of Russia in the modern era. The geographic and cultural influences, and the major political, economic and social developments in Russia from the Bolshevik Revolution to the present will be studied. (Offered Fall) 3 credits

HIS 2500 IRISH HISTORY
(formerly HIS 250)
A study of Irish history and culture with a view toward understanding the Irish character. (Offered Spring) 3 credits

HIS 2530 HISTORY OF NEW YORK STATE
(formerly HIS 253)
The study of New York State from the Colonial period to the present. Students will examine the diversity of the American past as represented and exemplified in the history of New York State. Emphasis will be placed on the major social, political, cultural and economic forces that shaped the development of the state and the impact of New York on the nation at large. (Offered Fall) 3 credits

HIS 2540 ANCIENT WORLDS
(also SOC 2540; formerly HIS/SOC 254; HIS/SOC 154) 3 credits

HIS 2600 LOW COUNTRIES AT THE CROSSROADS OF EUROPEAN HISTORY
(formerly HIS 260)
A history of the Low Countries (Belgium and the Netherlands) from the 1st through the 20th centuries. Particular emphasis will be placed upon the golden ages of Flanders in the 16th century and the Netherlands in the 17th century and the impact of the Reformation and of the two world wars on the development of the Low Countries. Course includes overseas travel. Approval of Global Learning Office required. (Offered Spring) 3 credits

HIS 2630 THE RENAISSANCE IN NORTHERN ITALY
(formerly HIS 263)
This course traces the history of the early modern European period from its roots in 1300 Medieval Italy through to the High Renaissance in the 1500’s. Economic, social, cultural, political, artistic, scientific, philosophical and theological dimensions are explored. Course includes overseas travel. Approval of Global Learning Office required. (Offered Spring) 3 credits

HIS 2670 CLASSICAL ROMAN HISTORY
(formerly HIS 267)
A survey of Roman civilization from the founding of the Republic to the fall of the Western Empire in the 5th century. Course includes overseas travel. Approval of Global Learning Office required. (Offered Spring) 3 credits

HIS 3100 WOMEN IN AMERICAN HISTORY
(formerly HIS 310; HIS 110)
Explores the history of American women from the Colonial period to the present. Themes include motherhood, sexuality, work, women in public life, women’s rights and the diversity of women’s experience. (Offered Fall) 3 credits

HIS 3140 TWENTIETH CENTURY EUROPE
(formerly HIS 314; HIS 118 and HIS 214; Modern Europe)
A survey of Europe from World War I to the present. The course will examine the major political, economic, social and intellectual forces and developments that have shaped the contemporary scene. (Offered Fall) 3 credits

HIS 3150 HISTORY OF MEDIEVAL EUROPE
(formerly HIS 315; HIS 115)
An examination of the culture and institutions of the medieval period and an analysis of the major forces that contributed to the development of western civilization during that era. (Offered Fall) 3 credits

HIS 3160 EMERGENCE OF MODERN EUROPE
(formerly HIS 316; HIS 116)
An interpretative study of the major political, military, social, religious, cultural, scientific and intellectual movements, together with the vital impact of geography and economic strategies upon the emergence of the modern European society
from the Renaissance through the Napoleonic Era. (Offered Fall) 3 credits

HIS 3190 RESEARCH METHODS FOR HISTORIANS AND POLITICAL SCIENTISTS
(also POL 3190; formerly HIS/POL 319)
Writing-Intensive Course
This course is designed for undergraduate history and political science majors. The course will sharpen the student’s research and writing abilities through a range of single and multi-draft papers and reports and several individual and group presentations and projects and help prepare students for graduate school. This is a highly hands-on and interactive course where the student will learn how to acquire and scrutinize primary and secondary source materials both within and outside the structured classroom time. Students will receive critiques from the instructor and benefit from group Review sessions of their work. The course will examine concepts used in qualitative research such as theories, hypotheses, independent and dependent variables, as well as basic quantitative techniques used to examine data with an emphasis on interpreting the results. (Offered Fall) 3 credits

HIS 3200 RACE AND ETHNICITY IN AMERICAN HISTORY
(formerly HIS 320; HIS 220; History of Race and Nationality in American Life)
This course describes the assimilation of the different racial, religious, ethnic and national groups into the political, social and cultural life of the United States. Specific attention will be paid to the contributions each has made to the development of America. (Offered Fall) 3 credits

HIS 3210 TERRORISM
(also POL 3210; formerly HIS/POL 321) (Offered Fall) 3 credits

HIS 3220 RISE OF THE AMERICAN CITY
(formerly HIS 322)
The destiny of the United States has been intimately connected to the growth and vitality of its cities. The American city has both shaped and mirrored the nation as a whole. As laboratories of modern life, American cities have faced the phenomena of industrialization, mass immigration, class struggle, progressive reform, racism, cultural dynamism, ecological degradation, physical decay and urban renaissance. Their responses to these ongoing challenges have varied widely, yet collectively they have impacted American society in a most profound way. The course is generally constructed chronologically, with a periodic focus on specific urban case studies. The semester begins with an examination of the earliest American cities in the colonial era, and proceeds to the rise of the metropolis in the nineteenth century. The metropolis created new opportunities as well as new problems, and the course will examine the challenges of urbanism in the nineteenth and twentieth centuries. This course will integrate American political history, economic history, social history and technological change. By using in depth case studies, general trends and concepts will become specific and concrete for the learner. (Offered Fall) 3 credits

HIS 3230 AMERICAN PRESIDENTS
(also POL 3230; formerly HIS/POL 323; The Modern Presidency;
Presidental Leadership in the 20th Century)
Starting at the onset of the 20th Century, this course explores the evolution of the modern American presidency with its expansion of responsibilities, power and influence. Particular attention will be given to the president’s historic role in delineating and responding to issues of foreign policy, economic policy, social welfare and citizenship. (Offered Spring) 3 credits

HIS 3290 POST-FRANCO SPAIN
(also SPA 3290; formerly HIS/SPA 329; SPA 439) 3 credits

HIS 3360 HISTORY OF MODERN GERMANY
1789-PRESENT
(formerly HIS 336)
This course explores the history of Germany through the internal conditions of that country and then their ramifications for the world at large. German culture and thought will be emphasized with the goal of understanding the paradoxical history of this country. (Offered Spring) 3 credits

HIS 3390 FRANCE IN THE MIDDLE AGES
(formerly ENG 339; formerly HIS/ENG 339)
An exploration of medieval France from an interdisciplinary perspective. Historical, theological and cultural significance of the period will be discussed. Needs Chairperson’s approval to satisfy General Education requirement. Registration is limited to students participating in trip to Fanjeaux, France. (Offered Summer Only) 3 credits

HIS 3400 HISTORY AND POLITICS OF THE MIDDLE EAST
(formerly HIS 336)
This course examines the history and politics of the Arab countries of the Middle East, as well as Israel, Turkey and Iran with major emphasis on the period since the First World War. Topics included are: colonialism and nationalism, the creation and transformation of the modern states, politics of oil, regional wars and the Arab-Israeli conflict. (Offered Spring) 3 credits

HIS 3440 THE VIETNAM WAR
(formerly HIS 344)
This course provides a comprehensive study of America’s longest war. Beginning with the French colonial background, the course then proceeds to address the political, diplomatic and military aspects of the conflict from the Roosevelt to the Ford administrations and beyond. Special emphasis is placed upon the strategic and tactical contexts in which major decisions were made. The course concludes with a review of the political and cultural aftermath of the war up to the present time. (Offered Fall) 3 credits

HIS 3500 THE HISPANIC WORLD THROUGH FILM
(also SPA/COM 3500; formerly COM/HIS/SPA 427) 3 credits

HIS 4600, 4610 HISTORY INTERNSHIP I, II
(formerly HIS 460, 461)
Internship in historical settings on both the local and state levels. Students are required to spend 100 hours at the internship site and meet at least four times during the semester with
the professor. Approval of Department Chairperson required. (Offered Fall, Spring) 3, 3 credits

**HIS 4701, 4702, 4703 INDEPENDENT STUDY**
Independent study in the area of the student’s special interest. Directed readings and discussions with a member of the department. Formal meetings once a week. Prerequisite: Permission of Department Chairperson and a 3.00 average in History. (Offered upon request) 1, 2, 3 credits

**HIS 4900 HISTORY SEMINAR**
(formerly HIS 490)
Writing-Intensive Course
The study of a major topic of historical importance through appropriate readings, media presentations and group discussions. The seminar will require students to prepare a research paper reflective of the proper research methodology, documentation and organization of the writing project examined in the course. Limited to Junior and Senior History Majors. Prerequisite: HIS/POL 3190. (Offered Spring) 3 credits

**Honors Course**

**HON 3900H (HONORS) CAPSTONE EXPERIENCE**
(formerly HON 300H)
The seminar class is offered in the student’s final semester of the Honors Program. It is here that the student begins the process of cultivating and synthesizing their academic, cultural, social and service experiences in the development of a final project. Honors students will complete an honors capstone project of their own design under the mentoring of an Honors Program faculty member. This opportunity will allow the student to work closely with Honors Program faculty to begin creating a project that integrates and builds on the Honors Program curriculum and experiences as it relates to their interests and career goals. The Honors Program students are given the privilege to share their insights with the Molloy community and have the option to submit their work to the National Collegiate Honors Council. All Honors Program students must complete a capstone project in order to graduate with Honors Program distinction. (Offered Fall) 1 credit

**HSL - Health Service Leadership Courses**

**HSL 3000 OVERVIEW OF HEALTH CARE SYSTEMS**
(formerly HSL 300; HSL 200)
This course provides an overview of the U.S. health care delivery system. The various types of health care settings, their services and organizational issues, and the regulatory concerns each must address are also examined. (Offered Spring) 3 credits

**HSL 3020 HEALTHCARE INFORMATION MANAGEMENT**
(formerly HSL 302; HSL 202)
The purpose of this course is to make students aware of the need to understand the uses of computer systems in the healthcare field. Basic hardware and software used in information management, and exposure to systems development will be discussed. Emphasis will be given to data management and information systems through the life cycle concept as applies in the healthcare environment. Case studies are used where appropriate. 3 credits

**HSL 3060 HEALTH SERVICES-ORGANIZATION AND LEADERSHIP**
(formerly HSL 306; HSL 206)
This course is intended to provide students with an understanding of the healthcare systems organizational theories and structures. Strategic planning and perspectives regarding effect leadership, including but not limited to: motivation of staff; conflict management; marketing and negotiation; purchasing; effective communications; managing groups and teams; interviewing techniques; writing job description; performance appraisals and disciplinary processes. Students apply theories to actual situations in health sciences education through the use of case study analysis. 3 credits

**HSL 4040 FINANCIAL MANAGEMENT IN HEALTHCARE ORGANIZATION**
(formerly HSL 404; HSL 204)
This course is designed to introduce students to cost accounting and management control concepts and uses for health services organizations. The first part of the course develops a basic knowledge of cost accounting. The remainder of the course focuses on management control structure and process and addresses topics such as responsibility accounting, budgeting, reporting and variance analysis. Case studies are used where appropriate. Pre- or Corequisite: MAT 1150A. 3 credits

**HSL 4100 LEGAL ISSUES IN HEALTH SERVICE LEADERSHIP**
(formerly HSL 410; HSL 210)
This course examines the various legal issues encountered in the healthcare environment. Topics include both state and federal laws applying to such areas as discrimination, hiring practices, ADA, malpractice, confidentiality and patient rights. Specific case examples will be utilized. 3 credits

**HSL 4120 RESEARCH FOR THE HEALTH PROFESSIONAL**
(formerly HSL 412; HSL 212)
Writing-Intensive Course
This course is an introductory exploration of research in the field of health care. The course will enable the student to identify a variety of research modalities, identifying a topic for research, literature review, collection of data and analysis. It is designed to enable the student to critically assess research literature and acquire a basic understanding of research methodology. Selected articles will be reviewed as appropriate. 3 credits

**HSL 4200 REGULATORY AFFAIRS**
(formerly HSL 420)
Health care regulatory agencies monitor health care
practitioners and facilities, provide information about industry changes, promote safety and ensure legal compliance and quality services. Federal, state and local regulatory agencies often establish rules and regulations for the health care industry, and their oversight is mandatory. Some agencies, such as those for accreditation, require voluntary participation but are important because they provide rankings or certification of quality. This course will investigate the many regulatory bodies that influence health care policy. 3 credits

HSL 4701, 4702, 4703 INDEPENDENT STUDY IN HEALTH SERVICE LEADERSHIP
This course provides independent study in an area of interest as approved by the program director, under guidance of a faculty sponsor. (Offered Upon Request) 1, 2, 3 credits

HSL 4900 SEMINAR IN HEALTH SERVICE LEADERSHIP
(formerly HSL 490; HSL 250)
This course serves as a capstone experience for the senior student in the Health Service Leadership program. Contemporary issues in health services will be explored along with future career goals. A research project, in a current area of interest, will be required of each student. Pre- or Corequisite: HSL 3000. (Offered Spring) 3 credits

Italian Courses

ITA 1010 BEGINNING ITALIAN I
(formerly ITA 101)
This is an introductory course that focuses on the development of communicative proficiency in the Italian language. This course affords students the opportunity to practice speaking, listening, reading and writing skills in Italian, as well as to gain knowledge and understanding of the culture. Particular emphasis is placed in the systematic mastery of vocabulary and conversational skills. ITA 1010 is intended for students with little or no previous experience in the language. (Offered Fall, Spring) Fee-$42.00. 3 credits

ITA 1020 BEGINNING ITALIAN II
(formerly ITA 102)
This course focuses on continuing to develop basic communicative competency in Italian. Students practice speaking, listening, reading and writing skills in Italian, as well as gain knowledge and understanding of the culture. Particular emphasis is placed on the systematic mastery of vocabulary and conversational skills. ITA 1020 is intended for students who have taken ITA 1010 or 3 or more years of Italian at the secondary level. (Offered Fall, Spring) Fee-$42.00. 3 credits

ITA 2010 BEGINNING ITALIAN III
(formerly ITA 201; Intermediate Italian; ITA 135 Italian for Everyday)
This course is designed to reinforce and expand the necessary skills acquired in previous courses and to achieve the next step towards communicative proficiency. Emphasis is placed on the study of more advanced grammatical structures, vocabulary and idiomatic expressions. Students will read a variety of high-interest texts as well as experience videos, music, news broadcasts, etc., that provide models for discussion and writing, and that are a means for understanding the contemporary culture of Italy. Prerequisite: ITA 1020 or equivalent. (Offered Fall, Spring) Fee-$42.00. 3 credits

ITA 2150 INTERMEDIATE ITALIAN CONVERSATION
(formerly ITA 215)
This course is designed to reinforce oral expression and comprehension. Spoken Italian is stressed by a review of grammar and idiomatic strategies for self-expression and the expression of ideas on cultural topics of current interest. Materials used include journalistic texts, films, short stories and songs. Prerequisite: ITA 2010 or equivalent. (Offered Fall, Spring) Fee-$42.00. 3 credits

ITA 3050 READING AND WRITING ITALIAN
(formerly ITA 305)
This course is designed to prepare the intermediate students of Italian to further advance their knowledge of the language...
and culture and acquire reading and writing skills in Italian. This course has a particular emphasis in practicing reading and writing as a process and a means of developing critical thinking while exposing the students to different genres: expository prose, editorials and opinion, fiction, poetry and drama. It offers a review of grammatical structures and syntax, as well as textual analysis. Prerequisite: ITA 2010 or 2150. **3 credits**

**ITA 3100 CONVERSATION SKILLS**  
(formerly ITA 310)  
This course affords the students the opportunity to develop and further advance their oral communication skills. Through oral practice of Italian speech patterns and pronunciation, students will learn to speak clearly, accurately and effectively and gain confidence in their oral expression. Prerequisite: Chairperson's approval. **1 credit**

**ITA 3110 WRITING SKILLS**  
(formerly ITA 311)  
This course provides the students with the writing techniques to enhance and further develop their written communication skills. This hands-on course includes the review of Italian punctuation and spelling rules, and the fundamental grammatical structures that interfere with the writing process. Students will have the opportunity of practicing different writing genres: description, narration, reporting, argumentation and exposition. Prerequisite: Chairperson's approval. **1 credit**

**ITA 3120 ITALIAN CULTURE**  
(formerly ITA 312)  
This course offers the student an introduction to the cultures of Italy from a variety of perspectives: its history, geography, society, arts, popular culture, folklore and political and value systems, its role as a member of the European Union, and, in a larger scope, its place in the global community. This course is an exploration of Italy that goes back in time in order to study its cultural origins and historical evolution and to analyze the factors that have made Italy what it is today. Prerequisite: ITA 3050 or Chairperson's approval. **3 credits**

**ITA 3250 CONTEMPORARY ITALY**  
(formerly ITA 325)  
The course introduces students to contemporary Italian culture, society and politics focusing in particular on those features that are peculiar to Italy. Course topics include Italian cinema, Italian applied arts (fashion and graphics), Italian theatre, television and music, as well as important current social and political events. By the end of the course, students will be familiar with the fundamental contributions of contemporary Italian culture and fit contemporary Italy into the broader framework of contemporary European and world political history. Prerequisite: ITA 3050 or 3120 or Chairperson’s approval. **3 credits**

**ITA 3300 STUDY ABROAD: ITALIAN GRAMMAR AND COMPOSITION I**  
(formerly ITA 330)  
A Study Abroad course in Italian to develop communication skills by building grammar, reading and writing skills. **3 credits**

**ITA 3310 STUDY ABROAD: ITALIAN CONVERSATION AND CULTURE I**  
(formerly ITA 331)  
A Study Abroad course in Italian to further develop communications skills through speaking, listening, while exploring the Italian culture. **3 credits**

**ITA 3350 STUDY ABROAD: ITALIAN GRAMMAR AND COMPOSITION II**  
(formerly ITA 335)  
A continuation of study at a more advanced level that ITA 3300, this Study Abroad course in Italian further develops communication skills by building grammar, reading and writing skills. **3 credits**

**ITA 3360 STUDY ABROAD: ITALIAN CONVERSATION AND CULTURE II**  
(formerly ITA 336)  
A continuation of study at a more advanced level that ITA 3310, this Study Abroad course in Italian further develops communications skills through speaking, listening, while exploring the Italian culture. **3 credits**

**ITA 3500 ITALIAN FILM**  
(formerly ITA 420)  
This course provides students with an introduction to the cinema of Italy. Its main focus is the exploration of the Italian culture, history, society and worldviews as represented in a wide selection of Italian films. Prerequisite: ITA 3050 or Chairperson’s approval. **3 credits**

**ITA 3510 CONTEMPORARY ITALIAN LITERATURE**  
(formerly ITA 410)  
This course introduces the student to the most important and influential artistic and ideological movements and authors of the twentieth and twenty-first centuries in Italy. The selection of works is varied in order to encompass different genres (novel, short story, poetry and drama) and worldviews, and to exercise different critical and analytical approaches to the texts. Prerequisite: ITA 3050 or Chairperson’s approval. **3 credits**

### Legal Studies Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ CRIMINAL JUSTICE</td>
<td>Refer to by subject under CRJ courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGL 1030 INTRODUCTION TO LEGAL STUDIES</td>
<td>(formerly LGL 103; CRJ 103 Introduction to Legal Studies)</td>
<td>This course provides the student with a foundation in the basics of law. The course will cover the development of the legal system and students will be introduced to various topics in law. The client process and legal terminology are covered as preparation for the legal professions and related fields. (Offered Fall, Spring)</td>
<td>3</td>
</tr>
</tbody>
</table>
LGL 2010 PROFESSIONAL RESPONSIBILITY AND THE LAW
(formerly LGL 201)
This course is designed to familiarize students with the New York Rules of Professional Conduct, the New York Code of Professional Responsibility, and the Canons and Codes of the National Association of Legal Assistants (NALA) and National Federation of Paralegal Association (NFPA). The course will also establish an awareness of common ethical issues faced by paralegals and attorneys. Pre- or Corequisite: LGL 1030. 1 credit

LGL 2020 FAMILY LAW
(formerly LGL 202)
This course covers the basics of family law practice in New York State, with an emphasis on the formation and dissolution of marriage. Matrimonial causes of action are discussed, as well as equitable distribution of property, custody, support and tax consequences. Pre- or Corequisite: LGL 1030, 3010. 1 credit

LGL 2030 PROBATE LAW
(formerly LGL 203)
This course seeks to familiarize students with the theory and practice of probate law, as well as how to administer an estate. Probate court rules, procedures and preparation of the forms, documents and questionnaires utilized by paralegals in these areas will be introduced. Pre- or Corequisite: LGL 1030, 3010. 1 credit

LGL 2040 REAL PROPERTY LAW
(formerly LGL 204)
This course addresses the basic principles of real property law as well as the practical skills needed by the legal professional to handle real estate closings. Forms and documents utilized by paralegals are explored in drafting exercises. Pre- or Corequisite: LGL 1030, 3010. 1 credit

LGL 2050 TORT LAW
(formerly LGL 205)
This course gives students an overview of negligence, intentional torts, strict liability and products liability, examining the elements of, and defenses to, causes of action in tort. Students will read and analyze cases and apply them in hands-on exercises. Pre- or Corequisite: LGL 1030, 3010. 1 credit

LGL 2060 PROFESSIONAL OFFICE MANAGEMENT
(formerly LGL 206)
Students are introduced to practical and theoretical problems dealing with work product and workflow in the professional and law office environment. Students will learn about the office-client relationship, case management and the benefits of establishing a records retention policy. This course will also benefit those interested in business and office administration. 3 credits

LGL 2070 ALTERNATIVE DISPUTE RESOLUTION
(formerly LGL 207)
This course will study the field of Alternative Dispute Resolution (ADR) as compared to, and contrasted with, the traditional judicial system. Students will explore various mechanisms utilized to resolve disputes and will also engage in practical applications of learned material. 1 credit
concepts are also introduced. An overview of reinsurance law is included. 1 credit

**CRJ 2140 CRIMINAL INVESTIGATIONS**  
(formerly CRJ 214)  
This course will provide an in-depth study of criminal investigations. Established investigative policies, procedures and techniques currently utilized in law enforcement, as well as, modern investigative tools will be introduced as the core elements of successful police investigations. The foregoing elements will be applied to the investigation of violent crimes, crimes against property, terrorism and other emergency criminal challenges to the investigator. 3 credits

**LGL 3010 LEGAL RESEARCH AND WRITING**  
(formerly LGL 301; CRJ 301 Legal Research)  
Students will be introduced to the fundamentals of legal research, developing an understanding of, and familiarity with, the methodology of legal research, including conceptual issue recognition and technical knowledge of source materials. Students research both primary and secondary sources. This research is applied to develop writing skills through preparation of various legal documents. Pre- or Corequisite: LGL 1030. (Offered Fall, Spring) 3 credits

**LGL 3020 LITIGATION**  
(formerly LGL 302)  
This course will assist students in developing an understanding of the law of civil litigation with a focus on New York practice. It includes an explanation of the roles within the legal team before, during and after trial. Students are introduced to pleadings, bills of particulars, motion papers and discovery requests and produce their own related work product. Pre- or Corequisite: LGL 1030, LGL 3010. 3 credits

**LGL 3030 TECHNOLOGY AND THE LAW OFFICE**  
(formerly LGL 303)  
This course will introduce the student to the essentials of online legal research, by framing issues, choosing keywords, using Boolean search techniques and refining searches on premium databases. This course will also provide “hands-on” instruction on applications used by legal professionals, including word processing, spreadsheets, document assembly, cloud computing and collaboration tools used in the law. Pre- or Corequisite: LGL 1030, LGL 3010. 3 credits

**LGL 3040 SUBSTANTIVE LAW AND DRAFTING ESSENTIALS**  
(formerly LGL 304)  
The student will be introduced to areas of substantive law most relevant in New York State entity practice and the documents pertinent to those areas of law. The content and meaning of legal language, independently and as part of the documents, are explored. Drafting of legal forms utilized by paralegals and legal professionals in these areas is also covered. Pre- or Corequisite: LGL 1030, 3010. 3 credits

**LGL 4600 LEGAL STUDIES INTERNSHIP**  
(formerly LGL 460)  
This course provides the students with the opportunity to intern with a legal advocacy group or in a similar work environment. The student performs 120 hours of supervised fieldwork, attends a weekly meeting with their supervising Molloy professor, maintains a journal of internship experiences, and writes an essay that discusses how experiential learning integrates context into legal education. In limited circumstances, a qualified internship simulation may be substituted. Prerequisites: Declared Legal Studies Minors only; completion of LGL1030, LGL 2010, LGL 3010 and LGL 3020; permission of the Legal Studies Director; and Junior Standing. 3 credits

---

**Library Studies Course**

**LIB 1000 INFORMATION LITERACY**  
(formerly LIB 101; Academic Research in the Information Age)  
In this course, students will learn how to navigate 21st century information sources. Topics for this course coincide with the Association of College and Research Libraries’ Information Literacy Standards. Students will learn how to define the types of sources appropriate for a given assignment, search strategies, navigate through an array of resources (including the internet and databases), evaluate material and determine credibility, organize research effectively and use sources in an ethical manner. Through lectures and hands-on lab experiences, students will learn the critical thinking skills necessary to succeed in college and their professional life. This course does count towards the Liberal Arts and Sciences requirement. Fee-$47.00. 1 credit

---

**Mathematics and Computer Studies Courses**

**CIS COMPUTER INFORMATION SYSTEMS**  
Refer to by subject under CIS courses.

**CSC COMPUTER SCIENCE**  
Refer to by subject under CSC courses.

**MAT 0600 MATHEMATICAL SKILLS FOR PHARMACOLOGICAL COMPUTATION**  
(formerly MAT 060; NUR 061 - replaces MAT 050)  
Basic mathematical skills used in the calculation of drug dosages and solutions. Mandatory for Nursing majors who do not attain at least 90% on the Nursing Department’s Mathematics Proficiency Examination taken on admission or prior to declaring as a nursing major. Successful achievement in this course is required prior to beginning nursing program. This course may not be repeated. (18 2/3 clock hours) (Offered Fall, Spring) (Pass/Fail) Fee-$78.00. 0 credit
MAT 0710 COLLEGE PREPARATORY MATHEMATICS
(formerly MAT 071; MAT 101)
A noncredit course required of all students scoring below the minimum Math SAT Exam score of 490 or below the minimum ACT Math score of 19. The course will cover the fundamentals of Algebra I. The Algebra will include basic operations using the rational and irrational numbers, solving linear equations, graphing of linear functions. A final grade of C is required to pass the course. Three credit hours equivalent. (Offered Fall, Spring) 0 credit

MAT 1100 BASIC COLLEGE MATHEMATICS
(formerly MAT 110)
Contemporary applications in various fields: problem solving and critical thinking, set theory, logic, number theory and the real number system, algebra, consumer mathematics and financial management. Prerequisites: Three years of high school mathematics, including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. Not open to students who have passed MAT 2210. (Offered Fall, Spring) 3 credits

MAT 1150A ELEMENTARY STATISTICS
(equivalent to MAT 1150B; formerly MAT 115; formerly equivalent to MAT 114, 129 or 225)
Elements of statistics; measures of central tendency; measures of dispersion; correlation; probability, normal distribution and the normal curve; testing hypotheses; chi-square test. This course repeats material also taught in MAT 1150B and is not open to students who have passed or transferred in MAT 1150B. Taking any of the statistics courses more than once will not earn additional credits and will be noted as a repeat. Prerequisites: Three years of high school mathematics including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. (Offered Fall, Spring) 3 credits
NOTE: Graphing Calculator required.

MAT 1150B ELEMENTARY STATISTICS FOR BUSINESS
(equivalent to MAT 1150A; formerly MAT 129; formerly equivalent to MAT 114, 129 or 225)
Basic elements of descriptive and inferential statistics as they are related to business; measures of central tendency; measures of dispersion; correlation; probability, normal distribution and the normal curve; testing hypotheses; chi-square test. Technology support using Excel and SPSS are integrated throughout the course. Prerequisites: Three years of high school mathematics, including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. This course repeats material also taught in MAT 1150A and is not open to students who have passed or transferred in MAT 1150A. Taking any of the statistics courses more than once will not earn additional credits and will be noted as a repeat. (Offered Fall, Spring) 3 credits

MAT 1160 COLLEGE ALGEBRA AND TRIGONOMETRY
(formerly MAT 116)
This course is intended for the non-mathematics student who needs an enhanced foundation in Algebra and Trigonometry. The topics include algebraic and trigonometric functions and their graphs. Also covered are exponential and logarithmic functions and their graphs, systems of equations and inequalities. Prerequisites: Three years of high school mathematics, including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. Not open to students who have passed MAT 1180 or MAT 2210. (Offered Fall, Spring) 3 credits

MAT 1180 PRE-CALCULUS
(formerly MAT 118)
This course is for the mathematics major or students who meet the prerequisites listed below. The central theme of this course is a rigorous study of functions from an analytic, numerical, graphical and verbal approach. It includes linear, polynomial, rational, exponential, logarithmic and trigonometric functions. Also included is the study of systems of equations and inequalities, sequences, series and analytic geometry. Prerequisites: Three years of high school mathematics, including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. Not open to students who have passed MAT 1160 or MAT 2210. (Offered Spring) 3 credits

MAT 2090 MATHEMATICS FOR ELEMENTARY TEACHERS FROM AN ADVANCED STANDPOINT - NUMBER SENSE AND OPERATIONS
(formerly MAT 209; Mathematics for Elementary School Teachers, MAT 119; formerly Mathematics for Elementary Teachers from an Advanced Standpoint)
This course may be taken before or after MAT 2100. It will be an in-depth investigation into the knowledge and understanding of mathematics necessary for teachers at the elementary level (PreK-6.) The New York State Common Core Learning Standards for Mathematics will act as a guide for the mathematics taught, the focus being number sense and operations. This course is highly recommended for all elementary education students. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. (For Education students only.) (Offered Fall) 3 credits

MAT 2100 MATHEMATICS FOR ELEMENTARY TEACHERS FROM AN ADVANCED STANDPOINT - ALGEBRA, GEOMETRY AND PROBABILITY AND STATISTICS
(formerly MAT 210; Mathematics for Elementary Teachers from an Advanced Standpoint - Algebra and Geometry)
This course may be taken prior to MAT 2090. It will be an in-depth investigation into the knowledge and understandings of mathematics necessary for teachers at the elementary level. The New York State Common Core Learning Standards for Mathematics will act as a guide for the mathematics taught, the focus being algebra, geometry and probability and statistics. This course is highly recommended for all elementary education students. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. (For Education students only.) (Offered Spring) 3 credits

MAT 2200 CALCULUS FOR SCIENCE AND BUSINESS
(formerly MAT 220; MAT 120)
Limits and continuity; derivatives maxima and minima; antiderivatives; definite integral; fundamental theorem of calculus; techniques of integration. Prerequisites: Three years of high school mathematics, including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. Not open to students who have passed MAT 2210. (Not Offered Every Year) 3 credits

NOTE: Graphing Calculator Required.

MAT 2210 CALCULUS I
(formerly MAT 221; MAT 125; formerly Analytic Geometry and Calculus I)
Linear, exponential, logarithmic, power, polynomial and rational functions; inverse functions; trigonometric functions; limits and continuity; derivative definition and formulas; maxima and minima, concavity, curve sketching; definite and indefinite integrals; applications. Prerequisite: High School Precalculus or MAT 1180 (Offered Fall) 4 credits

MAT 2220 CALCULUS II
(formerly MAT 222; MAT 126; formerly Analytic Geometry and Calculus II)
This course is a continuation of Calculus I, focusing on applications and techniques of integration. Additional topics include: indeterminates and L'Hopital's rule, polar coordinates, convergence of sequences and series, Taylor and Maclaurin series. Prerequisite: MAT 2210. (Offered Spring) 4 credits

MAT 2230 CALCULUS III
(formerly MAT 223; MAT 127; formerly Analytic Geometry and Calculus III)
Concepts such as limits, continuity, derivatives and integration are generalized for functions of several variables. Additional topics include: geometry of vectors, calculus of vector-valued functions, vector fields, line integrals, Green's Theorem, Divergence Theorem and Stokes Theorem. Prerequisite: MAT 2220 (Offered Fall) 4 credits

MAT 2290 DISCRETE MATHEMATICAL STRUCTURES
(also CSC 2290; formerly CSC/MAT 229)
Discrete mathematics is the study of mathematical structures in which its objects are separated from each other. Topics include: the properties of sets and different types of relations on sets, various proof techniques (e.g. proof by contradiction, mathematical induction), basic principles of logic, Boolean algebra and logic circuits, counting principles and an introduction to graph theory. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. (Offered Fall) 3 credits

MAT 2310 DISCRETE MATHEMATICS FOR COMPUTER SCIENCE
(formerly MAT 231; MAT 228 for 1 credit)
The course will cover mathematical concepts that are fundamental to many areas of computer science. Topics include positional numeral systems, logic, sets, relations, functions, solving recurrence relations, graphs and trees, matrices, finitestate automata, basics of counting and discrete probability.

Throughout the course, there will be an emphasis on computer science applications. Students who have taken MAT 2280 may not also take MAT 2310. Co-requisite or prerequisite: MAT 2290. 3 credits

MAT 2320 INTRODUCTION TO LINEAR ALGEBRA
(formerly MAT 232; MAT 132)
Basic concepts of vector spaces; independence, basis and dimension; linear transformations; matrices; determinants; systems of linear equations; eigenvectors and eigenvalues; dot product, cross product, generalized inner product and orthogonality. Prerequisite or co-requisite: MAT 2220. (Offered Spring) 3 credits

MAT 2330 CREATIVE PROBLEM SOLVING
(formerly MAT 233)
This course explores various techniques of problem solving that can be applied to any Mathematics courses. Of a particular interest is Polya's four basic principles of problem solving: understanding the problem, devising a plan, carrying out a plan and looking back. In addition to Polya's principles, other strategies are investigated, which include how to relate a problem with an existing one and how to look for patterns. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. 1 credit

MAT 2340 MATHEMATICS: A CULTURAL APPROACH
(formerly MAT 234)
This course explores how Mathematics interacts with different media of popular culture, which includes movies, television, music and art. We examine how references to Mathematics in these media shape and reveal society's views of it. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. 1 credit

MAT 2350 MATHEMATICAL MODELING
(formerly MAT 235)
This course is an introduction to mathematical modeling, a process of creating a mathematical representation of some phenomenon in order to gain a better understanding of that phenomenon. Examples range from creating models to study climate change as a result of increased levels of carbon dioxide in the atmosphere to predicting the stock market. Computer software will be used to construct, interpret and validate various models. Prerequisite: MAT 2220. 3 credits

MAT 2510 MODERN GEOMETRY
(formerly MAT 251; 351)
Writing-intensive Course
A study of Euclid's Geometry (including selected significant proofs and constructions), Neutral Geometry, Parallel Postulate and Non-Euclidean Geometry, Geometric Transformations, Elliptic and Hyperbolic Geometry. Dynamic geometry software will be utilized to explore the concepts. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. (Offered Fall) 3 credits
MAT 3200 MATHEMATICS FOR THE SECONDARY TEACHER FROM AN ADVANCED STANDPOINT
(formerly MAT 320)
This course will focus on the mathematical underpinnings of all levels of high school mathematics, grade 7 through Calculus II. The New York State Common Core Learning Standards for Mathematics, NCTM’s Principles and Standards for School Mathematics and the College Boards scope and sequence for Calculus AB and BC will serve as a basis for the rigorous investigation of the mathematical theory and skills involved at each level. Appropriate use of the graphing calculator will be integrated into the course. Upon completion of this course, students will have a strong foundation in the content that is necessary to teach secondary mathematics and pass the New York State Mathematics Content Specialty Examination. Prerequisites: MAT 2210 and MAT 1150. (Offered Fall) 3 credits

MAT 3220 SYMBOLIC LOGIC
(also PHI 3220; formerly MAT/PHI 322; MAT/PHI 228)
Historical background of mathematical logic; mathematics and argumentation; logic and language, arguments with compound statements, deduction, propositional functions and quantifiers, deductive systems, propositional calculus, paradoxes and philosophical implications of mathematical logic. This course builds skills useful for understanding computer language and programming. Prerequisite: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. 3 credits

MAT 3240 HISTORY AND PHILOSOPHY OF MATHEMATICS
(also PHI 3240; formerly MAT/PHI 324; MAT/PHI 227)
A study of the contributions made by various individuals and cultures to the growth and development of ancient, modern and current mathematical topics. The approach to the course will be both chronological and topical. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. (Offered Spring) 3 credits

MAT 3300 MODERN ALGEBRA - RING THEORY
(formerly MAT 330; MAT 131; MAT 230; Modern Algebra I)
Properties of rings and fields and their applications are explored. Topics include: factor rings, polynomial rings, integral domains, unique factorization domains, extension fields, finite fields, vector spaces and algebraic extensions. Prerequisite: MAT 2290. (Offered Fall) 3 credits

MAT 3310 THEORY OF NUMBERS
(formerly MAT 331; MAT 231)
Properties of integers are explored. Topics include: divisibility, prime numbers, congruence relations, Diophantine equations, quadratic residues, Pythagorean triples and continued fractions. Prerequisites: MAT 2320. 3 credits

MAT 3350 MODERN ALGEBRA - GROUP THEORY
(formerly MAT 335; Modern Algebra II)
Basic properties of groups and their applications are explored. Topics include: example of groups, group homomorphism, Lagrange’s Theorem, normal subgroups and Fundamental Theorem of Finite Abelian Groups. Prerequisite: MAT 2290. 3 credits

MAT 3360 INTRODUCTION TO OPERATIONS RESEARCH
(formerly MAT 336; MAT 236)
Introduction to the mathematical programming components of Operations Research including linear programming as well as simple dynamic and integer programming. Mathematical models will be developed and solved using computer software for quantitative methods. Prerequisite or Co-requisite: MAT 2320. 3 credits

MAT 3420 DIFFERENTIAL EQUATIONS
(formerly MAT 342; MAT 241)
The basic principles of solving ordinary differential equations are explored. Topics include: methods of solving first order differential equations, second order linear equations, power series solutions, system of equations, and existence and uniqueness theorems. Prerequisite: MAT 2220. 3 credits

MAT 3450 INTRODUCTION TO REAL ANALYSIS
(formerly MAT 345; MAT 245; formerly Advanced Calculus)
A rigorous look at the topology of the real numbers (e.g. compact, connected), sequences and series, limits, continuity, differentiation and integration of functions, beginning with one and proceeding to several variables. Prerequisite: MAT 2230. (Offered Spring) 3 credits

MAT 3470 COMPLEX VARIABLES
(formerly MAT 347)
An introduction to complex-valued functions of a single variable. Topics may include: complex number system, analytical functions and their properties, power series of analytical functions, Cauchy Integral theorem, calculus of residues and contour integrals. Prerequisite: MAT 2230. 3 credits

MAT 3560 GENERAL TOPOLOGY
(formerly MAT 356)
An introduction to the fundamental principles of point-set topology. This course explores how basic properties of the real numbers such as continuity, convergence, connectedness and compactness can be generalized in a topological space. Other topics studied may include: product and quotient topologies, metric spaces, separation axioms and Tychonoff Theorem. Prerequisites: MAT 2230, MAT 2320. 3 credits

MAT 3610 PROBABILITY AND MATHEMATICAL STATISTICS
(formerly MAT 361; MAT 261)
This course covers the fundamentals of probability, different types of discrete and continuous distributions, expectation, sampling distributions, Central Limit Theorem, statistical inference and hypothesis testing. Prerequisites: MAT 2220. 3 credits

MAT 4600 INTERNSHIP IN MATHEMATICS
(formerly MAT 460)
A protracted field experience offering theory-practice
opportunity. Activities will be supervised by participating personnel at places of business. Course requires a minimum of four 1 hour and 25 minute class meetings with a faculty supervisor, a satisfactory rating by field supervisor and a minimum of 100 hours in the field. Pre- or corequisite: Junior status and advisor approval. (Offered upon request) 3 credits

MAT 4701, 4702, 4703 INDEPENDENT STUDY
Independent study in advanced mathematics within the areas of analysis, geometry and/or algebra, or in another area approved by the Chairperson, under the guidance of a member of the mathematics faculty. 1, 2, or 3 credits, commensurate with accomplishment. Prerequisite: Approval of the Chairperson. (Offered upon request) 1, 2, 3 credits

MAT 4900 MATHEMATICS SENIOR SEMINAR
(formerly MAT 491; MAT 281)
Writing-Intensive Course
Required of all mathematics and mathematics education majors in their Senior year. Topics in modern mathematics. Prerequisite: Senior status. 3 credits

GRADUATE-LEVEL COURSE DESCRIPTIONS FOR DUAL-DEGREE NURSING PROGRAM STUDENTS ONLY:

MAT 5500 STATISTICAL ANALYSIS WITH COMPUTERS
(formerly MAT 550)
See the Molloy College Graduate Catalog for a full course description and any fees. 3 credits

Modern Language Courses

ARA ARABIC
Refer to by subject under ARA courses.

ASL AMERICAN SIGN LANGUAGE
Refer to by subject under American Sign Language.

CHI CHINESE(MANDARIN)
Refer to by subject under Chinese Courses.

ESL ENGLISH AS A SECOND LANGUAGE
Refer to by subject under ESL courses.

FRE FRENCH
Refer to by subject under FRE courses.

ITA ITALIAN
Refer to by subject under ITA courses.

SPA SPANISH
Refer to by subject under SPA courses.

Marketing Courses

MKT 2300 PRINCIPLES OF MARKETING
(formerly MKT 230; BUS 230; BUS 330)
This course is designed to introduce the student to the fundamentals of marketing, covering key concepts, theory and best practices needed to maintain profitable customer relationships in today’s connected environment. Topics include marketing strategy, elements of the marketing mix, marketing segmentation and research, consumer behavior analysis, digital marketing and customer relationship management. Prerequisite: BUS 1010. (Offered Fall, Spring) 3 credits

MKT 2350 CONSUMER BEHAVIOR
(formerly MKT 235; BUS 335)
This course will provide students with an understanding of consumer behavior that is essential to strengthening marketing knowledge and developing marketing strategy. The course employs a cross-disciplinary approach (marketing, economics, psychological and sociological theories) to understand consumer attitudes and behavior and to analyze customer reaction to products and services. This course will help students improve comprehension of the marketing environment, the marketer and the consumer through various aspects of the marketing program. Prerequisite: MKT 2300. (Offered Fall, Spring) 3 credits

MKT 2550 PUBLIC RELATIONS
(also COM 2550; formerly COM 254/MKT 255; COM 118 and 155; BUS 255) 3 credits

MKT 2590 INTRODUCTION TO ADVERTISING
(also COM 2590; formerly MKT 259; BUS 259) 3 credits

MKT 3320 FUNDAMENTALS OF SPORTS MARKETING
(formerly MKT 332; BUS 332)
This course is designed to teach students how to apply the basics of marketing to the sports world. Students will learn about the sports marketing industry as a whole, its trends, and marketing to fans and corporate partners. The importance of sports marketing to professional sports teams and athletes, the different sources of sports marketing and career options in sports marketing will also be addressed. Prerequisite: MKT 2300. 3 credits

MKT 3370 MARKETING STRATEGY
(formerly MKT 337; BUS 337)
Marketing strategy is a vital component of a firm’s overall business strategy and planning activities. The focus of this course is to understand and apply concepts, theory and methods used by companies to create and maintain differentiating and sustainable competitive advantages. Students are encouraged to use critical thinking, analytical skills and use a variety of planning tools to develop strategic and actionable marketing plans for the firm or organization. Prerequisite: MKT 2300. (Offered Fall) 3 credits
MKT 3380 FUNDAMENTALS OF MARKETING RESEARCH  
(formerly MKT 338; BUS 338)
This course introduces the primary methods and tools used to conduct effective, valid and reliable research to obtain the information needed to develop and meet the needs and goals of the organization. Emphasis will be on how to specify information needs and design a research study to meet those needs; collect, analyze and use marketing research data to make effective marketing decisions; and communicate the research findings and their implications to top management. Prerequisites: MKT 2300. (Offered Spring) 3 credits

MKT 3390 MARKETING ANALYTICS  
(formerly MKT 339; BUS 339)
Marketing is rapidly changing due to today’s dynamic and connected environments. New approaches to marketing are heavily dependent upon analytical tools and the effective use of those tools depends on the knowledge and skills of the users. The availability of spreadsheet software such as Excel has made it easier to analyze and visualize data that represents the marketplace and marketing phenomena. This course is designed to help marketing students understand the role of analytical techniques and computer models, and how they enhance marketing decision-making. Using a case-based approach, students apply these analytical techniques to marketing activities such as market segmentation, branding and positioning, choice modeling, new product design, forecasting and marketing communications. Prerequisites: MKT 2300. 3 credits

MKT 3400 INTERNATIONAL MARKETING  
(formerly MKT 340; BUS 340)
This course is designed to provide students with a fundamental understanding of the globalization of marketing activities. It will explore a variety of marketing issues that include branding, marketing research, market segmentation and positioning, pricing, distribution and communications from global and multinational perspectives. Students will learn how to assess and respond to global marketing opportunities in a variety of different contexts. Prerequisite: MKT 2300 and MKT 2350. 3 credits

MKT 3410 BRANDING STRATEGIES  
(formerly MKT 341; BUS 341)
This course provides students with the essentials of branding, including the developing of new brands, brand equity and brand equity measurements, brand extensions and brand architecture, global branding and the overall management of a firm’s brand portfolio. Prerequisite: MKT 2300. 3 credits

MKT 3420 DIGITAL MEDIA MARKETING  
(formerly MKT 342; BUS 342)
This course will equip students with the basic knowledge and skills needed to develop integrated digital media marketing programs. With consumers and businesses shifting attention from traditional to digital and mobile media, students will focus on the need to develop digital media marketing plans and campaigns that are cohesive, effective and reinforce the brand/company image across a variety of platforms. Prerequisites: MKT 2300 and MKT 2350. (Offered Fall) 3 credits

MKT 3440 ADVERTISING AND INTEGRATED MARKETING COMMUNICATIONS  
(formerly MKT 344; BUS 344)
This course explores the development of advertising and promotions through the lens of integrated marketing communications (IMC). Students are introduced to the fundamentals of IMC, and learn to examine and apply an integrated approach to ensure consistency of creative strategy and execution. This approach focuses on the importance of incorporating all the elements of the marketing mix online and offline so that students learn how each of these areas can be combined into seamless communications programs that promote and build brands and businesses. Prerequisite: MKT 2300. 3 credits

Music Courses

MUS 0100 CONCERT ATTENDANCE  
(formerly MUS 010)
Concert attendance is a Music Department requirement for all music majors. This course must be taken any semester during which the music major is a full-time student. Students will attend 5 concerts or recitals throughout the course of a semester. Pass/Fail. Fee-$40.00. 0 credit

MUS 1010 THEORY FUNDAMENTALS  
(formerly MUS 101; Theory and Sight Singing I)
This course will provide the student with the basic knowledge of notation, clefs, key signatures, interval relationships, major and minor scales, as well as simple rhythmic and melodic dictation. For Music Majors/Music Minors and Theatre Majors only. Non-Music Majors/Minors with permission from Chair. (Offered Fall) 2 credits

MUS 1010T THEORY FUNDAMENTALS FOR THEATRE ARTS  
(formerly MUS 101T; Theory and Sight Singing I)
For Theatre Arts students, this course will provide the student with the basic knowledge of notation, clefs, key signatures, interval relationships, major and minor scales, as well as simple rhythmic and melodic dictation. For Music Majors/Music Minors and Theatre Majors only. Non-Music Majors/Minors with permission from Chair. (Offered Fall) 2 credits

MUS 1020 SIGHT SINGING/EAR TRAINING I  
(formerly MUS 102; Theory and Sight Singing II)
This course focuses on the development of aural skills and will include melodic and rhythmic dictation, recognition of simple intervals and triads, and sight-singing in both major and minor keys. For Music Majors/Music Minors and Theatre Majors only. Non-Music Majors/Minors with permission from Chair. 2 credits

MUS 1020T SIGHT SINGING/EAR TRAINING I FOR THEATRE ARTS  
(formerly MUS 102T; Theory and Sight Singing II)
For Theatre Arts students, this course focuses on the
development of aural skills and will include melodic and rhythmic dictation, recognition of simple intervals and triads, and sight-singing in both major and minor keys. For Music Majors/Music Minors and Theatre Majors only. Non-Music Majors/Minors with permission from Chair. 2 credits

MUS 1050 ACHIEVING A MUSICAL INSIGHT
(formerly MUS 105)
For students who have little or no formal study in music. It parallels each style of music with the historical, social philosophical, literary and artistic background of each period. Musical experience depends on one’s ability to listen. This course also develops the art of listening by acquainting the student with the basic aural elements of musical expression that can be understood by any non-musician. It is a cohesive element for the Liberal Arts student. (Satisfies General Education Music History requirement.) (Offered Fall, Spring) 3 credits

MUS 1060 FUNDAMENTALS OF GUITAR
(formerly MUS 106)
This guitar course for beginners (including those with no prior music training) is designed to provide all students with a mastery of music fundamentals and basic guitar technique including a repertoire of Country, Western, Folk, Blues, Rock, Jazz and Classical music. For Music Majors/Music Minors or Theatre Majors only. Must have prior experience with the guitar. Non-Music Majors/Minors with permission from Chair. (Can be repeated for up to 3 credits.) (Offered Fall, Spring) 1 credit

MUS 1070 HISTORY OF MUSIC AND HEALING
(formerly MUS 107)
A course for students who have little or no formal study in music. It examines the elements of music and how music affects people emotionally and physically. This course includes a historical survey of the role of music in preliterate cultures, the relationship between music and healing during the Baroque, Classical and Romantic eras, and the development of music as therapy in the twentieth century. It will include an overview of current issues in music therapy. (Satisfies the General Education Music History requirement.) 3 credits

MUS 1090 INTRODUCTION TO WORLD MUSIC
(formerly MUS 109)
This course is an introduction to the world’s music. Students will explore the music of various cultures including specific regions such as the United States, West Africa, Southern Europe, Indonesia, India, Argentina, Cuba and the Middle East. Within each regional study, students will examine ways in which music relates to identity ritual, politics, dance and migration. Students will experience the world’s music and culture by listening to and watching live and recorded performances, participating in musical activities and through discussions of selected readings. The course will enable students to develop proficient listening skills and become familiar with a vocabulary used for cross-cultural musical analysis. (Satisfies General Education Music History requirement.) 3 credits

MUS 1100 CLASS PIANO
(formerly MUS 110)
This course provides the students with a fundamental knowledge of playing the piano. It enables the students to express themselves creatively because even at this stage, students begin to develop musicianship. The course covers scales, chords, basic compositions, sight-reading and a basic repertoire. For Music Majors/Music Minors or Theatre Majors only. Non-Music Majors/Minors with permission from Chair. (Can be repeated up to 3 credits.) Fee-$103.00. 1 credit

MUS 1100T CLASS PIANO FOR THEATRE ARTS
(formerly MUS 110T)
For students in the Theatre Arts Program, this course provides a fundamental knowledge of playing the piano. It enables the students to express themselves creatively because even at this stage, students begin to develop musicianship. The course covers scales, chords, basic compositions, sight-reading and a basic repertoire. For Music Majors/Music Minors or Theatre Majors only. Non-Music Majors/Minors with permission from Chair. (Can be repeated up to 3 credits.) Fee-$103.00. 1 credit

MUS 1110 ADVANCED CLASS PIANO
(formerly MUS 111)
A continuation of the principles presented in MUS 1100 Class Piano on a more advanced level. Repertoire, technique, tone production, interpretation, transposition, analysis and style are discussed. Attention will be given to the students’ individual growth at the keyboard. For Music Majors/Music Minors or Theatre Majors only. Must have prior experience with the keyboard. Non-Music Majors/Minors with permission from Chair. (Can be repeated up to 3 credits.) Fee-$103.00. 1 credit

MUS 1110T ADVANCED CLASS PIANO FOR THEATRE ARTS
(formerly MUS 111T)
For Theatre Arts students, this course is a continuation of the principles presented in MUS 1100 Class Piano on a more advanced level. Repertoire, technique, tone production, interpretation, transposition, analysis and style are discussed. Attention will be given to the students’ individual growth at the keyboard. For Music Majors/Music Minors or Theatre Majors only. Must have prior experience with the keyboard. Non-Music Majors/Minors with permission from Chair. (Can be repeated up to 3 credits.) Fee-$103.00. 1 credit

MUS 1120 HARMONY I
(formerly MUS 112)
An introduction to diatonic harmony, with emphasis on four-part writing and voice-leading skills. Analysis of diatonic progressions and embellishing tones using examples drawn from Western classical music. Prerequisite: MUS 1010. (Offered Fall) 3 credits

MUS 1130 HISTORY OF CHORAL AND VOCAL MUSIC
(formerly MUS 113)
This course will introduce choral music through the exploration of various choirs and solo artists. The historical, social and philosophical background of each choral work will be presented and discussed. An overview of vocal music and the voice as an instrument will also be included. Students will learn to sharpen and refine their listening skills. Previous musical training
is not required. (Satisfies General Education Music History requirement.) 3 credits

MUS 1140 COMPUTER WRITING - MUSIC  
(formerly MUS 114)  
This course provides students with a thorough understanding of music notation software. Students will be able to try their own ideas in composition and arrangement with the aid of a computer. Can be repeated for up to 3 credits. (Offered Fall or Spring) Fee-$103.00. 1 credit

MUS 1160 FORM AND ANALYSIS  
(formerly MUS 116; MUS 117 for 2 credits)  
An investigation into the principal forms and compositional devices employed in music. The study of various masterpieces will be studied and explored regarding rhythmic, structural, harmonic and contrapuntal factors. Prerequisite: MUS 1120 and MUS 2130. (Offered Fall, Spring) 3 credits

MUS 1180 STRING CLASS  
(formerly MUS 118)  
This course introduces students to the fundamentals of string instruments in a way that can be applied to teaching in a school setting. Tuning, bowing and the positions for the violin, viola, cello and string bass will be covered as well as ways to diagnose and correct common playing problems in students. Repertoire selection, familiarity with method books, solos, ensemble music and reference books will be covered. Students will present mini lessons and learn about instrument care, maintenance and minor repairs of string instruments. For Music majors only. Fee-$103.00. 1 credit

MUS 1190 WOODWIND CLASS  
(formerly MUS 119)  
This course covers the fundamentals of woodwind instruments in a way that can be applied to teaching in a school setting. Students will learn proper embouchure and methods for tone production on the flute, oboe, clarinet, saxophone and bassoon as well as ways to diagnose and correct common playing problems in students. Repertoire selection, familiarity with method books, solos, ensemble music and reference books will be covered. Students will present mini lessons and learn about instrument care, maintenance and minor repairs of woodwind instruments. For Music majors only. Fee-$103.00. 1 credit

MUS 1200 BRASS CLASS  
(formerly MUS 120)  
This course introduces students to the fundamentals of brass instruments in a way that can be applied to teaching in a school setting. Students will learn fingering, embouchure and tone production of the trumpet, French horn, trombone and tuba as well as ways to diagnose and correct common playing problems in students. Repertoire selection, familiarity with method books, solos, ensemble music and reference books will be covered. Students will present mini lessons and learn about instrument care, maintenance and minor repairs of brass instruments. For Music majors only. Fee-$103.00. 1 credit

MUS 1210 PERCUSSION CLASS  
(formerly MUS 121)  
This course covers the fundamentals of percussion techniques in a way that can be applied to teaching in a school setting. Students will learn about sound quality and clarity, intonation and rhythms through playing the snare drum, various timpani and keyboard percussion. Includes experiential learning about ways to diagnose and correct common playing problems in students. Repertoire selection, familiarity with method books, solos, ensemble music and reference books will be covered. Students will present mini lessons and learn about instrument care, maintenance and minor repairs of percussion instruments. For Music majors only. Fee-$103.00. 1 credit

APPLIED MUSIC COURSES: MUS 1250-1540  
Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-$649.00. 1 credit

MUS 1250 HARPSICHORD  
(formerly MUS 125)  
Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-$649.00. 1 credit

MUS 1260 PIANO  
(formerly MUS 126)  
Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-$649.00. 1 credit

MUS 1300 VOICE  
(formerly MUS 130)  
Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-$649.00. 1 credit

MUS 1340 STRING  
(formerly MUS 134)  
Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-$649.00. 1 credit

MUS 1380 WOODWIND  
(formerly MUS 138)  
Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-$649.00. 1 credit

MUS 1400 HARP  
(formerly MUS 140)  
Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-$649.00. 1 credit
MUS 1420 BRASS
(formerly MUS 142)
Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-$649.00. 1 credit

MUS 1460 PERCUSSION
(formerly MUS 146)
Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-$649.00. 1 credit

MUS 1500 ORGAN
(formerly MUS 150)
Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-$649.00. 1 credit

MUS 1540 GUITAR
(formerly MUS 154)
Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-$649.00. 1 credit

MUS 1580 INTRODUCTION TO MUSIC THERAPY
(formerly MUS 158)
An overview of the field of music therapy with emphasis on the historical and theoretical foundations for the use of music as a therapeutic medium. Theory will be combined with experiential activities to illustrate the role of music in people's lives, as well as the rehabilitative and healing properties for those with special needs. For Music Therapy majors or with permission of the Chairperson. (Offered Fall or Spring) 3 credits

MUS 1600 ELECTRONIC MUSIC HISTORY AND ANALYSIS
(formerly MUS 160)
In this course, students explore the use of mechanical, electrical and electronic devices throughout the history of music. From the Edison cylinder, to the player piano, to the use of sound recordings in Musique Concrete, to the works of Accousmatic composers like Dennis Smalley, this course offers a comprehensive look into the vast world of music and sound art, and its intersections with technology. (Satisfies General Education Music History requirement.) 3 credits

MUS 1610 INTRODUCTION TO DIGITAL AUDIO
(formerly MUS 161)
In this course, students explore the different components in recording/production studios. Students will learn to set up a project studio, record and manipulate samples, place microphones, mix audio and use digital production tools. Students will create a portfolio of projects, using DAW software like Logic Pro and Wave editors like Sony Sound Forge. Fee-$103.00 1 credit

MUS 1620 HISTORY OF SOUND AND THE MOVING IMAGE
(formerly MUS 162)
In this course, students explore the relationship between sound and image. From the use of music and sound in opera and theater, to the use of music and sound in movies, video games and sound art installations, students take a comprehensive look at the most iconic artists and styles that have modeled the blending of sound and images as known today. (Satisfies General Education Music History requirement.) 3 credits

MUS 1630 APPLIED COMPOSITION AND SONGWRITING
(formerly MUS 163)
This course allows students to create original songs and composition for diverse combinations of instrumental and vocal forces. Students engage and work with music theory concepts such as harmony, melody and rhythm and apply them to their own original works. Students use computer software to aid them in musical creation. Students may also choose to develop electronic pieces or works that explore multimedia. Students actively engage in musical analysis and discuss concepts of musical creation in-depth. Fee-$103.00 1 credit

MUS 1660 VOCAL ENSEMBLE
(formerly MUS 166)
The select ensemble is oriented toward vocal music majors and other interested singers who wish to explore and perform a wide range of ensemble literature. It will provide the students with an opportunity to study style, interpretation, technique, tone and repertoire of all periods of music history. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee-$103.00 0, 1/2, 1 credits

MUS 1670 CHAMBER SINGERS
(formerly MUS 167)
The select ensemble is oriented toward vocal music majors and other interested singers who wish to explore and perform a wide range of ensemble literature. It will provide the students with an opportunity to study style, interpretation, technique, tone and repertoire of all periods of music history. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee-$103.00 0, 1/2, 1 credits

MUS 1680 OPERA ENSEMBLE
(formerly MUS 168)
Opera Ensemble is a select ensemble that will provide students with the opportunity to study, develop and improve their vocal and dramatic skills through the performance of Western operatic literature. Students will also develop a greater understanding of what it means to be a part of an operatic conception. This experience should help the students better understand the development of performance practice as it relates to other historical, theoretical and compositional music studies. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee-$103.00 0, 1/2, 1 credits
MUS 1710 JAZZ IMPROVISATION LAB  
(formerly MUS 171)  
Students in this class will acquire essential skills in improvisation applied to jazz performance. The class covers theory topics, that are applied in practical jazz settings. Students will develop a musical vocabulary and repertoire through guided listening, transcription and compositional exercises that will prepare them to improvise more fluently. Entrance by audition or by permission of the Chairperson of the Music Department. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. This course may not be taken for the Ensemble Requirement. Prerequisite: MUS 1610. (Offered Fall, Spring) Fee-$103.00. 0, 1/2, 1 credits

MUS 1720 INTERACTIVE TECHNOLOGY ENSEMBLE  
(formerly MUS 172)  
The Molloy Interactive Technology Ensemble (MITE) is a musical group dedicated to the performance of experimental works using electronic media. Students perform original works created for the ensemble, which involve new technologies in the creation of video, improvisation, live electronics, gaming controllers, tablets and similar devices used to control audio applications, and other media. Prerequisite: MUS 1610. (Offered Fall, Spring) Fee-$103.00. 0, 1/2, 1 credits

MUS 1740 CHAMBER ENSEMBLE  
(formerly MUS 174)  
Chamber works from all periods of music are studied. Special attention is given to ensemble and rehearsal techniques. Focus here will be on duets, trios, quartets etc. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee-$103.00. 0, 1/2, 1 credits

MUS 1750 JAZZ AND CONTEMPORARY MUSIC ENSEMBLE  
(formerly MUS 175; Jazz Ensemble)  
This select ensemble is oriented to all majors who wish to explore and perform a wide range of Jazz and contemporary musical literature. It will provide the student the opportunity to explore style, interpretation and techniques as they apply to the different musical genres from the twentieth and twenty-first centuries. Entrance by audition or by permission of the Chairperson of the Music Department. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee-$103.00. 0, 1/2, 1 credits

MUS 1760 PERCUSSION ENSEMBLE  
(formerly MUS 176)  
The study and performance of ensemble literature for percussion instruments. The repertoire will range from classical transcriptions to contemporary jazz and world music. Membership is open to all qualified students at Molloy. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Fall, Spring) Fee-$103.00. 0, 1/2, 1 credits

MUS 1820 CONCERT CHOIR  
(formerly MUS 182)  
Prepares and performs music from the great choral literature of all periods. Designed to provide significant musical experience for participants. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee-$103.00. 0, 1/2, 1 credits

MUS 1840 BRASS ENSEMBLE  
(formerly MUS 184)  
This ensemble will focus on the study and performance of ensemble literature for brass instruments. It will provide the students with opportunity to study technique, tone, style interpretation and repertoire, as well as developing rehearsal techniques. Focus will be on duets, trios, quartets and small ensembles. Students will meet for two hours/week of direct instruction and coaching with brass ensemble director, and an additional two hours/week of scheduled ensemble practice time. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee-$103.00. 0, 1/2, 1 credits

MUS 1850 GUITAR ENSEMBLE  
(formerly MUS 185)  
This ensemble will focus on the study and performance of ensemble literature for classical guitar. It will provide the students with opportunity to study technique, tone, style interpretation and repertoire, as well as developing rehearsal techniques. Focus will be on duets, trios, quartets and small ensembles. Students will meet for two hours/week of direct instruction and coaching with guitar ensemble director, and an additional two hours/week of scheduled ensemble practice time. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee-$103.00. 0, 1/2, 1 credits

MUS 1860 STRING ENSEMBLE  
(formerly MUS 186)  
This ensemble will focus on the study and performance of ensemble literature for string instruments. It will provide the students with opportunity to study technique, tone, style interpretation and repertoire, as well as developing rehearsal techniques. Focus will be on duets, trios, quartets and small ensembles. Students will meet for two hours/week of direct instruction and coaching with string ensemble director, and an additional two hours/week of scheduled ensemble practice time. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee-$103.00. 0, 1/2, 1 credits

MUS 1870 WOODWIND ENSEMBLE  
(formerly MUS 187)  
This ensemble will focus on the study and performance of ensemble literature for woodwind instruments. It will provide the students with opportunity to study technique, tone, style interpretation and repertoire, as well as developing rehearsal techniques. Focus will be on duets, trios, quartets and small ensembles. Students will meet for two hours/week of direct instruction and coaching with woodwind ensemble director, and an additional two hours/week of scheduled ensemble practice time. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee-$103.00. 0, 1/2, 1 credits
MUS 1900 ORCHESTRA
(formerly MUS 190)
Skills of sight-reading and public performance will be stressed through the study of works from Baroque, Classical, Romantic and 20th Century literature. Open to non-music majors upon permission of the Director. This course may be repeated for credit. (Offered Fall, Spring) Fee-$103.00. 0, 1/2, 1 credits

MUS 1910 PERCUSSION WORKSHOP
(formerly MUS 191)
This course will explore the vast possibilities of sound and rhythm through percussion. Conventional percussion instruments from Africa, South America, Asia and Europe will be used and discussed, as well as non-conventional instruments, as students learn the definition of percussion. Traditional rhythms and techniques are performed in an open drum circle as students learn to create community through rhythm. Ideas for the use of percussion in music therapy are discussed and demonstrated by students. (Offered Fall or Spring) Fee-$103.00. 1-3 credits

MUS 1940 SINGING AND SIGNING: LEVEL I
(formerly MUS 194)
This elective will focus on children ages birth to five years. Students will learn about and engage in interventions designed to promote language development in pre-verbal, developing-verbal and non-verbal children. Highlights will include the history of music and sign language in Deaf Education, as well as the use of American Sign Language (ASL) taught through songs, stories and musical play. Students will learn musical repertoire and develop or refine their sign language vocabulary while learning some subtleties of the grammar and syntax of ASL. This course will be useful to students majoring in Music Therapy, Music Education, Speech-Language Pathology and Audiology, Early Childhood and Special Education. This course satisfies the Liberal Arts and Sciences requirement and can be taken as a vocal elective. No prerequisites required. (Offered Fall or Spring) 1 credit

MUS 1950 VOCAL TECHNIQUES
(formerly MUS 195)
This course focuses on teaching students proper singing and vocal techniques. Students are expected to develop their musical reading skills, work on issues of intonation, breath control, and tone production as well as interpretation of melodies and musical lines. Students are expected to develop a proper, healthy vocal technique that will allow them to develop as musicians and singers. 1 credit

MUS 1990 MUSIC HISTORY I
(formerly MUS 199; MUS 197 Early Music History for 2 credits)
A study of music evolving from its sociological background from Ancient through the Baroque Period; the basic elements of styles, forms and performance practices within them, the innovation of outstanding composer and their representative works Prerequisite: For Music Majors/Music Minors only. Non-Music Majors/Minors with permission from Chair. (Offered Fall, Spring) 3 credits

MUS 2000 HISTORY OF MUSIC II
(formerly MUS 200)
A continuation of Early Music History (History of Music I) from the Classic period to the present. Prerequisite: For Music Majors/ Music Minors only. Non-Music Majors/Minors with permission from Chair. (Offered Spring) 3 credits

MUS 2020 MUSIC IN THE BAROQUE AND CLASSICAL PERIOD
(formerly MUS 202)
A study of the development of the forms and styles of composition from 1600-1800. Art and literature will be introduced to provide the students with a general overview of the artistic achievements of the period. (Satisfies General Education Music History requirement.) 3 credits

MUS 2030 MUSIC IN THE TWENTIETH CENTURY
(formerly MUS 203; Music in the Romantic and the Twentieth Century)
Writing-Intensive Course
A survey of Twentieth Century composers and styles to include impressionism, expressionism, whole tone and electronic music, and world music. (Satisfies General Education Music History requirement.) 3 credits

MUS 2040 SIGHT SINGING/EAR TRAINING II
(formerly MUS 204; Theory and Sight Singing III)
A continuation of MUS 1020, this course will add two part and harmonic dictation, and the aural recognition of compound intervals, inversion of triads and seventh chords and sight-singing in alto and tenor clefs. Prerequisite: MUS 1020 or permission of the Music Department Chairperson. (Fall) 2 credits

MUS 2050 AMERICAN MUSIC
(formerly MUS 205)
A study of the development of American music. Literature of music in America from 1600 to the present day. Contributions of the various ethnic groups, folk and art resources, leaders of American culture. (Satisfies General Education Music History requirement.) 3 credits

MUS 2060 SIGHT SINGING/EAR TRAINING III
(formerly MUS 206; Theory and Sight Singing IV)
The study of complex rhythms, chromatic and modulating melodies for sight-singing and dictation and the aural recognition of church modes and altered scales. Prerequisite: MUS 2040 (Spring) 2 credits

MUS 2070 ADVANCED CLASS GUITAR
(formerly MUS 207)
This course is for students who have completed MUS 1060 Fundamentals of Guitar or have a background in playing guitar. It will cover intermediate-level repertoire, barre chords, fingerpicking patterns and transpositions. Learning improvisational techniques and advanced methods of jazz and other popular music styles will be emphasized. For Music Majors/Music Minors or Theatre Majors only. Must have prior experience with the guitar. Non-Music Majors/Minors with
goals, instructional strategies and materials for teaching music

This course will consist of an examination of the curriculum (formerly MUS 219)
MUS 2190 MUSIC FOR CHILDREN METHODS
   credits
This course introduces students to rudimentary instrumental and vocal conducting techniques, including basic patterns and related practice procedures. Common pattern problems and their solutions will be addressed. Music selection, score study and preparation are covered, along with rehearsing, teaching and evaluation, as well as how to apply these principles when teaching in public and private schools. Students will practice conducting small instrumental and vocal ensembles in class.

MUS 2180 CONDUCTING I
   (formerly MUS 218; MUS 214 for 3 credits)
This course introduces students to rudimentary instrumental and vocal conducting techniques, including basic patterns and related practice procedures. Common pattern problems and their solutions will be addressed. Music selection, score study and preparation are covered, along with rehearsing, teaching and evaluation, as well as how to apply these principles when teaching in public and private schools. Students will practice conducting small instrumental and vocal ensembles in class.

MUS 2190 MUSIC FOR CHILDREN METHODS
   (formerly MUS 219)
This course will consist of an examination of the curriculum goals, instructional strategies and materials for teaching music in the elementary school. It will focus on the methods for making music meaningful to children by promoting participation in all forms of music. Attention is given to the process of how all children can experience music, those of other cultures and those with special needs. Application of literacy skills through reading, writing and listening reports. Prerequisite: EDU 3290, 3300. Corequisite: EDU 3690. (Offered Spring) 3 credits

MUS 2200 PIANO ACCOMPANIMENT
   (formerly MUS 220)
This course is designed to provide the student with a fundamental knowledge of accompanying. Topics include ensemble, musical interpretation, balance and color, shading of text. Practical application of these principles is gained through lecture and performance. All piano majors are required to take this course and will be called upon to accompany the vocal ensemble, vocalists and instrumentalists. Can be repeated for up to 3 credits. Fee-$103.00. 1 credit

MUS 2220 SECONDARY MUSIC METHODS
   (formerly MUS 222)
Writing-Intensive Course
This course will consist of an examination of the curriculum goals, instructional strategies and materials for teaching music on the secondary-level. It will explore issues pertaining to the creative arts, advocacy and policy. Students will apply critical thinking to recent research topics in the field, as well as develop quality instruction of culturally rich and musically sophisticated tasks. Students will be prepared to teach and direct choruses, instrumental ensembles and general music at the secondary level, with a high degree of research-based philosophical and pedagogical expertise. (Offered Fall or Spring) 3 credits

MUS 2230 KEYBOARD HARMONY I
   (formerly MUS 223; MUS 215 Keyboard Harmony for 3 credits)
Assimilation of harmonic materials through practical application at the piano, with an emphasis on playing chords and chord progressions. Course content includes improvisation, accompaniment patterns, the harmonization of melodies and playing by ear. Prerequisite: Students must demonstrate basic piano skills, or complete MUS 1100 or MUS 1120. (Offered Spring) Fee-$103.00. 1 credit

MUS 2250 HISTORY OF ROCK AND ROLL
   (formerly MUS 225)
This course will explore the major developments and figures in Rock and Roll from its early days in the American South to its current status as a worldwide phenomenon. Will discuss major influences such as blues, rockabilly and bluegrass as well as Rock's influence on genres as varied as jazz, hip-hop and classical. Will also explore the way that this music has embedded itself in the cultural framework of society. (Satisfies General Education Music History requirement.) 3 credits

MUS 2260 CONDUCTING II
   (formerly MUS 226; Choral Conducting)
A continuation of Conducting I, this course places greater emphasis on score analysis and refinement of technique, including posture, patterns, cueing, fermatas and gestures as they apply to instrumental and vocal ensemble settings.
Prerequisites: MUS 1120, MUS 2130, MUS 2180 and Chairperson permission. 2 credits

MUS 2270 MUSIC FOR YOUNG CHILDREN
(formerly MUS 227)
Study of music in childhood as part of socialization and enculturation of the child within family and community. Emphasis given to songs, movement to music and music listening experiences provided by parents and educators to nurture the child’s musical, social and intellectual development from infancy through middle childhood. Students will further study the impact of music in typical development and with children who have special needs or experience trauma. (Satisfies General Education Music History requirement.) 3 credits

MUS 2300T ADVANCED MUSIC THEORY FOR THEATRE
This course builds on students’ fundamental knowledge of music theory, with particular emphasis on the needs of Musical Theatre BFA majors. Students will study diatonic harmony, seventh chords, secondary dominants and diminished seventh chords, cadences and phrase structure within the context of modern musical theatre examples. For Theatre majors only. 2 credits

MUS 2310 AN EXPERIENTIAL HISTORY OF ORFF
(formerly MUS 231)
Karl Orff was as important composer of Classical Music in the 20th Century. His work with children, also called Musik für Kinder, has emerged as one of the most influential music education movements in America and worldwide. In this course, students will utilize experiential learning to explore the repertoire that developed from this composer’s contributions to the era. 1 credit

MUS 2320 AN EXPERIENTIAL HISTORY OF VOCAL HARMONY
(formerly MUS 232)
American choral singing was founded upon earlier styles dating back to the Renaissance. Literature and early teachers of vocal harmony in America will be discussed along with music from various periods. The progression form early American singing-schools of the colonial period, through the first choral societies, MENC and the post-modern innovations of the 20th Century music will explored. 1 credit

MUS 2330 AN EXPERIENTIAL HISTORY OF KODALY
(formerly MUS 233)
Zoltan Kodaly was an important composer, folklorist and educator. This course will cover the history of the Kodaly method of combining kinesthetic and visual strengths in developing music appreciation and skills. It will explore the development of music in children from an early age. Students will learn how to use voice as a primary instrument, and experience repertoire from a variety of community and classroom settings. 1 credit

MUS 2350 SINGING AND SIGNING: LEVEL II
(formerly MUS 235)
This elective will focus on children ages birth to five years, in addition to school age children and adults. Students will learn about and engage in interventions designed to promote language development in pre-verbal, developing-verbal and non-verbal children, in addition to reading skills. There will be an increased clinical focus with practical applications and more in-depth learning about the history of American Sign Language (ASL) in Deaf Education. Highlights will include the use of ASL taught through songs, stories and musical play. There will be creative projects and opportunity for dissecting interpretation choices in signed songs. Students will expand their musical repertoire and increase their sign language vocabulary while learning more of the grammar and syntax of ASL. This course satisfies the Liberal Arts and Sciences requirement and can be taken as a vocal elective. Prerequisites: Basic ASL proficiency and/or MUS 1940. (Offered Fall and Spring) 1 credit

MUS 2400 AUDIENCES AND THE MUSIC INDUSTRY
(also COM 2400; formerly COM/MUS 240) 3 credits

MUS 2450 AUDIO TECHNOLOGY I
(formerly MUS 245)
In this course, we further the technical skills acquired in the Introduction to Digital Audio course. Students further their knowledge of DAW software and Wave Form Editors, while developing a portfolio of original works. Students also begin to work with advanced samplers like Kontakt, and work with mastering software and mastering tools such as Ozone and Waves. Students are introduced to specialized synthesizers like Omnisphere, Massive, FM8. Prerequisite: MUS 1610. Fee-$103.00 3 credits

MUS 2460 AUDIO TECHNOLOGY II
(formerly MUS 246)
In this course, students explore the use of electronic media in live performance. Students are introduced to the software Ableton Live and begin to use different controllers, from tablets, and cellular phones, to gaming controllers to control sound applications. Students are also introduced to the modular programming platform MAX MSP. Students will create stand-alone applications that can be used in their search for artistic expression, from creating simple synthesizers and samplers, to real time audio processing. Prerequisite: MUS 2450. Fee-$103.00 3 credits

MUS 2470 AUDIO TECHNOLOGY III
(formerly MUS 247)
This course furthers the student’s knowledge of to the modular programming platform MAX MSP, and are introduced to the video and image processing component: JITTER. Students will create stand-alone applications that can be used in their search for artistic expression. Students explore the intersections of sound and image and develop tools to affect them in real time. Students continue to explore the use of various controllers to process sound and video in real time. Prerequisite: MUS 2460. Fee-$103.00 3 credits

MUS 2500 MUSIC EDUCATION SEMINAR
(formerly MUS 250)
Seminar meetings will focus on a broad range of topics of concern to the professional music educator, including professional development, career orientation, and guest
MUS 2510 PRIVATE STUDIO PEDAGOGY
(formerly MUS 251)
This elective will focus on the business of teaching instrumental or vocal lessons as a private business. Students will learn how to establish their own private teaching studios, create marketing strategies, create schedules, income/expense spreadsheets, prepare their taxes, prepare lesson plans and various other topics important to running a private teaching studio. No required prerequisites. (Offered Fall & Spring) 1 credit

MUS 2580 MASTER CLASS I
(formerly MUS 258)
The course is designed for the serious student and will be conducted as a workshop in style, performance practices, interpretation, practice methods and all practical concerns of the student intending to make a career in music. Students will perform and discuss selected compositions in class and will be asked to analyze and compare recorded performances of famous musicians. (Can be repeated for credit.) 1-3 credits

MUS 2640 OPERA WORKSHOP
(formerly MUS 264)
This course is designed to teach and develop the fundamental skills necessary for singers to perform opera. Emphasis will be on body movement, character development, styles and musical preparation. 3 credits

MUS 2720 MUSIC THERAPY: THEORIES AND METHODS I
(formerly MUS 272; offered as MUS 274 for 4 credits)
Demonstration, analysis and comparison of theories, methods and models of music therapy for children with regard to specific pathologies. Exploration and refinement of the musical and personal resources necessary to meet client needs. Course includes three hours per week field observation. Students register concurrently with MUS 2830. Pre- or Corequisite MUS 1070 or MUS 1580. 3 credits

MUS 2730 MUSIC THERAPY: THEORIES AND METHODS II
(formerly MUS 273; offered as MUS 275 for 4 credits)
Demonstration, analysis and comparison of theories, methods and models of music therapy for adults with regard to specific pathologies. Continued exploration and refinement of the musical and personal resources necessary to meet clients' needs. Course includes three hours per week field observation. Students register concurrently with MUS 2830. Pre- or Corequisite: MUS 1070 or MUS 1580. 3 credits

MUS 2800 PROFESSIONAL GROWTH IN MUSIC THERAPY TRAINING
(formerly MUS 280)
The purpose of this course is to guide students to set and meet professional goals. Students will develop their clinical, musical, ethical and critical thinking, interpersonal skills and be given an overview of what is required as a music therapy professional. This course is required for all students who did not pass their professional dispositions. (See the Music Therapy Student Handbook.) Additional fieldwork hours may be required by the instructor. This course may only be taken one time during the student's matriculation at Molloy College. Pass/Fail. 1 credit

MUS 2830 MUSIC THERAPY LAB
(formerly MUS 283)
Class will use experiential components as a means of exploring group music therapy activities. An understanding of the differential use of various musical media for therapeutic purposes will be the primary goal. In addition, simple composition and basic accompaniment skills will be developed. (This course may be repeated for credit.) Fee-$103.00. 1-3 credits

MUS 2900H (HONORS) MUSIC AND SOCIETY THROUGH HISTORY
(formerly MUS 224H)
The study of music from various perspectives: its history, relation to culture and society, organized around ideas where creative and cultural effects are explored through examination and dialog of music repertoire spanning historical eras and global cultures. Functional aspects of the music will be related to the socio-historical, philosophical and cultural characteristics of the people in that country or region. This course will also explore the development and changes in music style and interest to changes in society as framed by social and cultural contexts of politics, economic factors, technology, conflict and revolution, governance and information. Topics may vary from year to year. (Satisfies General Education Music History requirement.) (Spring) 3 credits

MUS 3140 HARMONY III
(formerly MUS 314)
The continued study of 18th and 19th century harmony through Neapolitan and augmented sixth chords, chromaticism and modulation. Theoretical practices of the 20th century, including modes, altered scales and twelve-tone techniques, will be studied through the analysis of representative examples. Students should also be registered for MUS 2060 and MUS 3150. Prerequisite: MUS 2130. 3 credits

MUS 3150 KEYBOARD HARMONY II
(formerly MUS 315)
A continuation of Keyboard Harmony I, this course will focus on playing chord progressions, accompaniment patterns, and melodies of greater difficulty. Also included are keyboard sequences, transposition, and the realization of figured bass. Students should also be registered for MUS 2060 and MUS 3140. Prerequisite: MUS 2230 or permission of the Music Department chairperson. Fee-$103.00. 1 credit

MUS 3740 MUSIC THERAPY FIELDWORK I
(formerly MUS 374; MUS 376 for 2 credits; formerly Clinical Problems in Music Therapy I)
Writing-Intensive Course
Five hours/week field placement plus weekly seminars are
combined to provide the student with the opportunity to integrate theory with practice while working with an experienced clinician in a setting with children or adults. Assessment, treatment and evaluation procedures and related clinical issues are explored. Prerequisites: MUS 2720, MUS 2730, or permission of the Undergraduate Director of Music Therapy. (MUS 2740 and MUS 2750 are phased out but allowed in place of MUS 2720 and MUS 2730 for students prior to 2015.) 3 credits

MUS 3750 MUSIC THERAPY FIELDWORK II
(formerly MUS 375; MUS 377 for 2 credits; formerly Clinical Problems in Music Therapy II)
Writing-Intensive Course
Continuation of MUS 3760. Student will be assigned to a new field agency to assure experience with both child and adult client populations. Advanced investigation of clinical issues, models of treatment, and role of MT in various types of practice. Prerequisite: Permission of Undergraduate Director of Music Therapy. 3 credits

MUS 3780 CLINICAL IMPROVISATION
(formerly MUS 378)
Development of clinical improvisation skills needed to implement various models of improvisational music therapy. Focus is on skill development and the creative exploration of musical resources needed to respond to the musical/clinical needs of clients. Prerequisite: Permission of the Undergraduate Director of Music Therapy. Fee-$103.00. 3 credits

MUS 3790 MUSIC THERAPY CLINICAL DOCUMENTATION
(formerly MUS 379)
Music Therapy students will develop clinical writing skills that relate to their work at fieldwork and internship sites. Classes will combine lecture, discussion and practical writing time. Students will have opportunities to meet individually with the instructor and with peers. Students will develop goal-writing skills and formulate treatment plans for their clients. Corequisite: MUS 4600 or MUS 5200. 1 credit

MUS 3800 PROFESSIONAL SKILLS FOR MUSIC THERAPY
(formerly MUS 380)
Students will further develop music therapy assessment skills and incorporate them in the organization and presentation of a clinical case study (incorporating multi-media). They will also develop a professional music therapy proposal. Prerequisites: MUS 3790. Co-requisites: MUS 4610 or MUS 5210. 1 credit

MUS 3820 CLINICAL PIANO IMPROVISATION
(formerly MUS 382; Clinical Piano Improvisation)
Advanced development of clinical improvisation skills needed to implement various models of improvisational music therapy. Special focus on advanced keyboard improvisation skills. In-depth study of the specific clinical techniques described by Dr. Kenneth Bruscia. Exploration and examination of student's expression of self through improvisation as related to issues of counter transference. Prerequisites: MUS 3780 and permission of the Coordinator of Music Therapy. Fee-$103.00. 3 credits

MUS 3850 INTRODUCTION TO MUSIC THERAPY RESEARCH
(formerly MUS 395)
This course is an introduction to research in music therapy. Students will read, interpret and conduct music therapy research, including quantitative and qualitative methodologies.
Prerequisites: MUS 2720 and MUS 2730. (MUS 2740 and MUS 2750 are phased out but allowed in place of MUS 2720 and MUS 2730 for students prior to 2015.) 3 credits

MUS 4550 STRATEGIES FOR A SUCCESSFUL ARTS CAREER
(Also ART 4550, NMD 4550; formerly ART/COM/NMD/MUS 475)
(Offered upon request) 3 credits

MUS 4600 MUSIC THERAPY: INTERNSHIP I
(formerly MUS 460)
Advanced development of clinical skills and methods of treatment through extensive observation and experience with clients under supervision of experienced clinician. MUS 4600/4610 progression includes 450 hours of fieldwork and a weekly seminar at college. Prerequisites: MUS 3740 and MUS 3750. (MUS 2740 and MUS 2750 are phased out but allowed in place of MUS 2720 and MUS 2730 for students prior to 2015.) (MUS 3760 and MUS 3770 are phased out but allowed in place of MUS 3740 and MUS 3750 for students prior to 2015). Fee-$155.00. 3 credits

MUS 4610 MUSIC THERAPY: INTERNSHIP II
(formerly MUS 461)
Writing-Intensive Course
Continuation of MUS 4600, including 450 hours of internship and a weekly seminar. In sequence and by permission of Director of Undergraduate Music Therapy. Culmination of work in a Case Study Research Presentation, including a 15-20 page multiple draft paper. Prerequisite: MUS 4600. Fee-$155.00. 3 credits

MUS 4701, 4702, 4703 INDEPENDENT STUDY: APPLIED MUSIC
Independent study open to students who manifest a desire for research in the area of the student’s special interest under the guidance of the music faculty. (Offered upon request) 1, 2, 3 credits

MUS 4711, 4712, 4713 INDEPENDENT STUDY: MUSIC HISTORY/THEORY
Independent study open to students who manifest a desire for research in the area of the student’s special interest under the guidance of the music faculty. This course will focus on music history. (Offered upon request) 1, 2, 3 credits

MUS 4721, 4722, 4723 INDEPENDENT STUDY: MUSIC THEORY
Independent study open to students who manifest a desire for research in the area of the student’s special interest under the guidance of the music faculty. (Offered upon request) 1, 2, 3 credits

MUS 4731, 4732, 4733 INDEPENDENT STUDY: MUSIC THEORY
Independent study open to students who manifest a desire for research in the area of the student’s special interest under the guidance of the music faculty. (Offered upon request) 1, 2, 3 credits

MUS 4900 SENIOR CAPSTONE I
(formerly MUS 496; offered as MUS 495 Senior Recital Project for 2 credits)
Writing-Intensive Course
The Senior Capstone Project I is a course designed to help the music major transition to professional life. The student designs a yearlong project in conjunction with the instructor (and other members of the music department if applicable) that will help students support their careers in music. The projects will be approved by the instructor and may include a Senior Lecture Recital, a substantial Recording Project, a Portfolio of Original Compositions, a Portfolio of Creative Projects that involve Music Technology or a Career Path Project designed to adapt to the specific needs and interests of the students. The course ends with a public performance or presentation of the project, with at least half of the proposed project completed during the Fall semester, when the student is enrolled in Senior Capstone Project I, and a presentation of the completed project during the Spring semester, when the student is enrolled in Senior Capstone Project II. (Offered as required) Fee-$78.00. 1 credit

MUS 4910 SENIOR CAPSTONE II
(formerly MUS 497; offered as MUS 495 Senior Recital Project for 2 credits)
Writing-Intensive Course
The Senior Capstone Project II is the continuation of Senior Capstone Project I. The course is designed to help the music major transition to professional life. The student completes the yearlong project, previously approved and developed in conjunction with the instructor (and other members of the music department if applicable). The projects may include a Senior Lecture Recital, a substantial Recording Project, a Portfolio of Original Compositions, a Portfolio of Creative Projects that involve Music Technology or a Career Path Project designed to adapt to the specific needs and interests of the students. Senior Capstone Project II ends with a final recital, or presentation of the completed project at the end of the semester. (Offered as required) Fee-$78.00. 1 credit

GRADUATE-LEVEL COURSE DESCRIPTIONS FOR DUAL-DEGREE PROGRAM MUSIC THERAPY STUDENTS ONLY:

MUS 5200 INTERNSHIP I
See the Molloy College Graduate Catalog for a full course description and any fees. 3 credits

MUS 5210 INTERNSHIP II
Writing Intensive Course
See the Molloy College Graduate Catalog for a full course description and any fees. 3 Credits

MUS 5290 BASIC THEORIES OF PSYCHOTHERAPY AND THEIR RELATIONSHIP TO MUSIC THERAPY
See the Molloy College Graduate Catalog for a full course description and any fees. 3 Credits
New Media Courses

NMD 1100 INTRODUCTION TO DIGITAL LITERACIES
(formerly NMD 110)
This course introduces students to historical legacies of digital literacies and their evolution. The course explores the debates, platforms and practice endemic to digital life in both individual and communal terms. Students will learn what it means to apply digital tools to humanistic inquiry, use digital tools within community-engaged service projects, interrogate histories of digital tools and their development and create work to mobilize civic action. Student work will culminate in an e-portfolio of their own design. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. 3 credits

NMD 2260 INTRODUCTION TO NEW MEDIA
(also ENG/COM 2260; formerly ENG 226/COM/NMD 243)
Introduction to the rapidly changing field of New Media, including video gaming, video and webpage Internet design, web and podcasting, blogs, online communities and other aspects of a virtual world. The course examines these new technologies in terms of their social and communicative impact. (Offered Fall, Spring) 3 credits

NMD 2280 WRITING FOR THE WEB
(also ENG 2280/COM 2280; formerly ENG 228/COM/NMD 228)
Writing-Intensive Course
Introduces the processes of writing in different styles for various online posting and distribution outlets. Writing includes short form content on microblogging social media sites to long form media outlets and personal blogs. Students will learn to analyze online posts and text to discover nuances of the online writer and maintain a multipage blog. (Offered Fall) 3 credits

NMD 2440 ONLINE CONTENT PRODUCTION
(formerly NMD 244/COM 244)
Introduction to digital media creation, authorship, making and design. Students will create visual and written content for the web, including web pages, GIFs, graphics, memes and thematic social media channels. Students work together and independently to create online digital material and to critique and enhance online projects. (Offered Fall) 3 credits

NMD 2460 CIVIC ENGAGEMENT WITH NEW MEDIA
(also COM 2460; formerly COM/NMD 246)
New and digital media are at the center of a powerful intersection of business interests, technological capacities and information flows. Empowered digital citizens are encouraged to take an active role and civic agenda in their usage of the web. This course analyzes civic engagement and technology empowerment through various issues connected to new media usage and activism. A significant portion (at least 50%) is formal oral presentation. (Satisfies General Education Speech Communications requirement.) (Offered Spring) 3 credits

NMD 2550 INTRODUCTION TO GAME STUDIES
(formerly NMD 255)
This course provides students with a critical introduction to games studies. Students will play and critique games from historical, cultural and theoretical perspectives. Students will also critically analyze games' modes of play, including but not limited to: practices of play, gamer culture, narrative structure, genre, hardware, software, race, gender, class and violence. Finally, students will be exposed to team-based game design as a means of implementing the critical thinking skill developed throughout the duration of the course. 3 credits

NMD 2560 GAME DESIGN FOR SOCIAL GOOD
(formerly NMD 256)
This course teaches students how to use game design elements to communicate and persuade players to make changes in their lives toward greater societal good. As playful systems, games are ideal vehicles to teach varying audiences about how complex societal issues like xenophobia, human trafficking, or sexism arise, exist, or could potentially be solved. Students will choose a cause or organization to design a game on behalf of as they learn gamification techniques that cultivate intrinsic motivation. Individual students or pairs will work on a single game design project over the course of the entire semester with the end goal being a balanced, marketable game for social good. No programming skills are required for this course. 3 credits

NMD 2700 MEMES IN DIGITAL CULTURE
(formerly NMD 270)
This course discusses and analyzes memes originating in digital culture as they proliferate into culture, politics and everyday life. Students will learn to differentiate various digital memes from viral concepts to shifts in visual communication. Additionally, students will learn about the business and politics of memes in contemporary life and create memes for multiple distribution outlets. 1 credit

NMD 2800 THEME CHANNELS
(formerly NMD 280)
This one credit course explores the process of creating an Instagram or Twitter Theme Channel. This can be a channel focused on one specific theme, a self-promotion or could be a parody/satire account. This course requires consistent messages, persistent use, and active promotion. Students will be required to post daily for 5 straight weeks with an intended goal of 500 followers. Students will focus on community management, social media production, post scheduling, analytics, metrics and an understanding of monetization and promotion. 1 credit

NMD 3090 HISTORY OF DIGITAL MEDIA
Writing-Intensive Course
(formerly NMD 309; COM 309)
A survey of the history of digital media in the electronic age. This course examines the cultural landscape from Sputnik to streaming and social media as well as an examination of cyberwar, surveillance and speculative futures in robotics and AI. (Offered Fall) 3 credits
NMD 3100 VIDEO STORYTELLING FOR THE WEB
(formerly NMD 310; COM 310)
This course covers the history and methods of digital media storytelling in shareable spaces as well as students’ own personal expression in the online environment. Students learn the history and development of vlogging, webseries and YouTube personalities, the theory of shareable online media and the changing digital media environment. Students will write and produce vlogs and short web-based content with an emphasis on the process of writing for visual media. Students will develop knowledge necessary to create and develop stories with the intent of posting online and developing a professional voice. (Offered Fall) 3 credits

NMD 3280 ADVANCED WEB WRITING FOR ORGANIZATIONS
(formerly NMD 328; COM 328)
This course explores sharpening your writing and online skills using text, images, audio and video to maximize the impact of your web-enabled, customer-facing message. We use in-class labs, collaborative exercises, readings, and discussion to examine how to use clear and direct writing, carefully planned structure, appropriate themes and templates with technology that strengthens your online voice and effectively deliver a compelling message. 1 credit

NMD 3380 GIF MAKING
(also COM 3380; formerly COM/NMD 338)
This course delves into the history of the graphic interchange format image (GIF) as well as how to create them, implement them and consider them in a scope of the creativity of the web. The use of the short, infinitely looping animations are a form of artistic expression on sites like Tumblr and BuzzFeed as well as part of our cultural discussion. The course will explain the history and theory of the motion image and educate students on the various methods of GIF creation and distribution. (Offered Fall) 1 credit

NMD 3400 RESEARCH METHODS FOR GAME STUDIES
(formerly NMD 340)
The goal of this course is to provide students with in-depth understanding of qualitative research methods, data collection techniques and their analysis and interpretation. Understanding how to read and interpret academic research is as important as being able to competently perform research methods. Specifically, students will learn how to apply qualitative methods such as observation, interviews and autoethnography to the study of gaming, play, and virtual worlds. Students will analyze extant data provided by the instructor or collect and analyze their own original research projects. Student work will culminate in a pilot study of play and/or virtual worlds. 3 credits

NMD 3530 CODING FOR THE HUMANITIES
(also ENG 3530; formerly NMD 353/ENG353; formerly COM 244) 3 credits

NMD 3600 VIRTUAL REALITY STORYTELLING
(formerly NMD 360)
This course introduces students to 360-degree video acquisition and production. Students will be exposed to various virtual reality and immersive stories; both headset and non-headset based. Students will be tasked with creating a short, non-fiction 360-degree story to be shared on YouTube and Facebook. The goals of this course are to gain an understanding and vocabulary of emerging media practices for the virtual and augmented reality world. Students will gain valuable knowledge of the usage and application of immersive media practices. (Offered Fall) 1 credit

NMD 3810 DIGITAL APPLICATIONS FOR NEW MEDIA
(also COM 3810; formerly COM/NMD 381)
An introduction to digital theory by designing and editing web-based apps on multiple platforms. Students will learn 3D printing, virtual reality integration, open-source programming and digital design. Students produce several digital products for both classroom and personal use. Prerequisite: COM/NMD 2440 or permission of Program Director. (Offered Spring) 3 credits

NMD 3820 GLOBAL NEW MEDIA
(also COM 3820; formerly COM/NMD 382)
Using narrative storytelling, interactive maps and basic JavaScript coding, students approach digital media through site-specific locative projects. Blending mobile storytelling techniques with media archaeology theory of data mapping, students gain an understanding of several web code languages and practice in critical thinking about location, travel, history and narrative storytelling. Prerequisites: NMD 2440 or NMD 3810 or permission of Program Director. (Offered Spring) 3 credits

NMD 3920 ADVANCED ONLINE CONTENT PRODUCTION
(also COM 3920; formerly COM/NMD 392)
A continuation of NMD 2440 with continued emphasis on digital media creation for multiple platforms. Includes greater stress on creating more advanced visual, audio and textual content for online distribution. Students will work together and independently to produce a more sophisticated website with more elaborate media content. Prerequisite: NMD 2440 or permission of Program Director. (Offered Spring) 3 credits

NMD 4440 CRITICAL MAKING FOR NEW MEDIA
(formerly NMD 444)
Critical Making refers to a broad range of activities; it encompasses modes of physical fabrication like woodworking and fashion design, to modes of digital fabrication like 3D printing and customizing a Raspberry Pi. The most important aspect of critical making is the imperative to situate what one builds within a social, political or ethical context. Allowing students time to conceptualize and reflect upon the context in which their projects might function is equally as important the act of production. This course is a capstone course and will be tied into the second internship. Prerequisites: NMD 2430, NMD 2440, NMD 3810, and NMD 3920. (Offered Spring) Fee: $78.00. 3 credits

NMD 4550 STRATEGIES FOR A SUCCESSFUL ARTS CAREER
(also ART 4550, MUS 4550; formerly also ART 475, MUS 475, COM
NMD 4600 INTERNSHIP I
(formerly NMD 440)
This is the first of two internships that the New Media major requires, both of which are designed to place students in professional settings that best reflect their skills and personal interests and that offer practical assistance in preparing them for success after graduation. This internship is focused on working in a new media field or with new and digital media responsibilities. Junior status and Chairperson permission needed. Students are required to complete 120 hours at their internship site along with four or more scheduled meetings with their faculty member. (Offered Fall, Spring) 3 credits

NMD 4610 INTERNSHIP II
(formerly NMD 441)
This is the second of two internships that the New Media major requires, both of which are designed to place students in professional settings that best reflect their skills and personal interests and that offer practical assistance in preparing them for success after graduation. This internship is focused on working in a new media field or with new and digital media responsibilities. Junior status and Chairperson permission needed. Students are required to complete 120 hours at their internship site along with four or more scheduled meetings with their faculty member. (Offered Fall, Spring) 3 credits

NMD 4701, 4702, 4703 INDEPENDENT STUDY
Independent study in an area approved by the Chairperson for students with a minimum index of 3.0 in New Media. The student works under the guidance of a member of the Digital Humanities and New Media faculty. Approval of faculty member and Department Chairperson. (Offered Fall, Spring) 1, 2, 3 credits

Nuclear Medicine Technology BS Courses

NMT 2990 INTRODUCTION TO FUNDAMENTALS IN NUCLEAR MEDICINE TECHNOLOGY
(formerly NMT 299)
This course is designed to offer students with an introduction into the fascinating domain of nuclear medicine. Students will learn about the basic principles of nuclear medicine, along with the advantages and its limitations. It is intended to be a basic study of the terminology, radiotracers, instrumentation, physics, and radiation safety involved in Nuclear Medicine. It will allow the student to have a general knowledge of the activities of a Nuclear Medicine Department to complement their first clinical experiences. The Nuclear Medicine Code of Ethics as well as the history of Nuclear medicine will be discussed. Basic quality assurance/quality control measures will be introduced. The specific “jargon” used in the field will be reviewed. The student will be introduced in a cursory manner to imaging procedures to prepare them for their first internship setting. This course will prepare the student to advance to the Clinical Procedures I, II, and III level courses. 3 credits

NMT 3000 RADIATION PHYSICS
(formerly NMT 300)
The course starts with an introduction to atomic and nuclear physics. The principles of radioactivity and radioactive decay are thoroughly described. Radionuclide production methods are discussed followed by the various means by which radiation interacts with materials. Basic principles of radiation detectors, radiation measuring electronics and related statistics are presented. The last part of the course presents an introduction to the problems of radiation safety and health physics with specific discussion of the methods of internal radiation dose calculation that are so important to the safe use of radioactive materials in nuclear medicine studies. Corequisites: CHE 1090, CHE 1120, PHY 1880, PHY 1890, NMT 2990. (Offered Fall) 3 credits

NMT 3010 PATIENT CARE IN NUCLEAR MEDICINE TECHNOLOGY
(formerly NMT 301)
Students will study medical terminology and basic patient care skills necessary for the care of patients in the nuclear medicine setting. Venipuncture and IV catheter insertion will be demonstrated and practiced. Basic EKG skills, measurement and recording of vital signs will be studied and practiced providing future technologists skills pertinent to patient care in today’s healthcare setting. Medical and legal issues (Patients’ Bill of Rights), patient safety and patient confidentiality (HIPAA) will be discussed including continuing advances in technological communication (EMR) and its impact on patient care. Communication skills with an emphasis on, sensitivity and empathy, explanation of procedures and education (patient and family) will be studied. Students will study practical methods and develop necessary skills to acquire patient identification, medical history, current condition and understanding of medical treatment/diagnostic testing. Students will study the basics of the healthcare systems including the roles of the healthcare team (specifically within the nuclear medicine/radiology departments), policies and procedures within the hospital setting, professional conduct and adherence to professional standards. Prerequisite: NMT 2990. 3 credits

NMT 3020 RADIO-PHARMACEUTICAL CHEMISTRY
(formerly NMT 302)
This course begins with a study of the basic concepts of inorganic, organic and biochemistry. Specific topics include atomic structure, chemical bonding and reactions, as well as use of periodic tables. This introduction leads into a comprehensive study of radiopharmaceutical methodologies, mathematical equations, basic properties of radioisotopes, production of radionuclides and an in-depth discussion of generator systems and tracer principles. Additional topics for discussion will include characterization and classification of diagnostic and therapeutic radioisotopes, biodistribution of medical tracers as well as the use of pharmaceutical adjuncts, radiopharmaceutical preparation, quality assurance, storage and record keeping. Prerequisites: CHE 1090, 1120. 3 credits
NMT 3030 INSTRUMENTATION AND COMPUTER APPLICATIONS
(formerly NMT 303)
The course presents detailed discussions of nuclear medicine systems and applications. Pulse height spectrometry, which plays an important role in many nuclear medicine procedures, is explained along with general problems in nuclear medicine counting for both in vivo and in vitro measurements. Radionuclide imaging, beginning with a description of the principles and performance characteristics of gamma cameras, still the workhorse of nuclear medicine, is covered. General concepts of image quality in nuclear medicine are discussed followed by an introduction to the basic concepts of reconstruction tomography. Instrumentation and implementation of reconstruction techniques are discussed for single photon emission computed tomography (SPECT) and positron emission tomography (PET) systems. Hybrid imaging and the basic principles of computed tomography (CT) scanning are presented. Finally, digital image processing techniques are summarized. Prerequisite: NMT 3000. (Offered Spring) 3 credits

NMT 3040 RADIATION PROTECTION AND BIOLOGY
(formerly NMT 304)
This course will examine specific components related to radiation biology, radiation safety and radiation protection in nuclear medicine operations. Personnel working within this environment must be aware of the effects of ionizing radiation in an occupational setting. Prerequisite: NMT 3010. 3 credits

NMT 3050 CLINICAL PROCEDURES I
(formerly NMT 305)
This course is the student's first in-depth look at the field of nuclear medicine. Students will begin to learn fundamentals of nuclear medicine procedures, what they are used for and all relevant anatomy and physiology. Topics will include: nuclear medicine computer systems, musculoskeletal system, respiratory system, infection and oncology, and genitourinary system. Students will also learn appropriate use of radiopharmaceuticals, radiation safety and patient care. These skills will be learned in the classroom with use of various educational aids and applied in clinical settings. Prerequisite: NMT 2990. 3 credits

NMT 3060 CLINICAL PROCEDURES II
(formerly NMT 306)
In this course, the students will continue their study of the field of nuclear medicine by exploring further into more complex nuclear medicine procedures. Knowledge of medical terminology, anatomy & physiology, and radiation safety will play a large role. Students will incorporate skills and knowledge acquired in NMT 305 to advance further. In NMT 305, topics will include Nuclear Cardiology and Gastrointestinal System. Students will continue to learn appropriate use of radiopharmaceuticals as well pharmaceuticals, radiation safety and patient care. These skills will be learned in the classroom with use of various educational aids, and applied in clinical settings. Prerequisite: NMT 3050. 3 credits

NMT 3070 CLINICAL PROCEDURES III
(formerly NMT 307)
After successfully completing NMT 305 and NMT 306, students will be ready immerse into topics of Radiation Therapy, Central Nervous System, Endocrine System, Pediatric Nuclear Medicine, Non-Imaging Procedures and PET/CT Technology. Students’ area of studies will include complex radiopharmaceuticals used in PET imaging, radiation safety and regulations involved in Nuclide Therapy, as well as learning skills of working with young children. A complete overview of healthcare ethics and patient care is also included in NMT307. During this semester, a special emphasis will be placed on medical terminology and nuclear medicine technology board exams. Prerequisite: NMT 3060. 3 credits

NMT 3100 NUCLEAR MEDICINE INTERNSHIP I
(formerly NMT 310)
Students at this level will undergo an orientation to nuclear medicine technology in their first clinical experience. At this level, students should be able to perform work following demonstration by their clinical instructors. The student will aid the clinical instructor and perform patient related nuclear medicine services, quality control and quality assurance testing under supervision of their clinical preceptors at all times. 112 clinical internship hours. One required seminar or class meeting with faculty. Minimum of 2 clinical visits to site conducted by Molloy faculty. Prerequisite: NMT 2990. Fee-$289.00. 1 credit

NMT 3110 NUCLEAR MEDICINE INTERNSHIP II
(formerly NMT 311)
Students should be able to perform work following demonstration by their clinical instructors. The student will aid the clinical instructor and perform patient related nuclear medicine services, quality control and quality assurance testing under supervision of their clinical preceptors at all times. At this level, the student should perform procedures step by step as the technologist gives direction and assistance. Clinical competencies should begin during this rotation. 336 clinical internship hours. One required seminar or class meeting with faculty. Minimum of 3 clinical visits to site conducted by Molloy faculty. Prerequisite: NMT 3100. Fee-$387.00. 3 credits

NMT 3120 NUCLEAR MEDICINE INTERNSHIP III
(formerly NMT 312)
At this level, the student should perform routine clinical procedures without instructional assistance, but under close observation at all times. 384 clinical internship hours. One required seminar or class meeting with faculty. Minimum of 3 clinical visits to site conducted by Molloy faculty. Prerequisite: NMT 3110. Fee-$289.00. 3 credits

NMT 3150 HEMATOLOGY AND IMMUNOLOGY IN NUCLEAR MEDICINE TECHNOLOGY
(formerly NMT 315)
In order to understand the rationale used and the complexities associated with the use of radiopharmaceuticals in radioimmunotherapy, it is essential for the Nuclear Medicine Technologist to understand the key steps in the development and function of the Hematologic and Immunologic systems. Radioimmunotherapy has necessitated a deeper knowledge of the role of these systems in various disease states and cancers. Prerequisite: NMT 2990. 3 credits
NMT 4030 ADVANCED IMAGING PHYSICS
(formerly NMT 403)
The goal of this course is to prepare students to sit for and pass a national board exam in Computer Tomography. Course curricula and clinical competency follow the guidelines established by the American Registry of Radiological Technologists. The curriculum also corresponds with all of the requirements set forth by the NMTCB for their CT specific exam. Comprehensive didactic instruction includes, but is not limited to: patient care and safety, CT physics, systems operations and instrumentation, data acquisition, image display and post processing of all imagine procedures, quality control, informatics, contrast media and administration along with intensive examination. Students are required to pass the course with a minimum of a C+ grade to advance. Students will be required to meet all supervised clinical competency standards to be eligible for ARRT and NMTCB exam. These clinical requirements can be achieved in concert and after the didactic course. Prerequisite: NMT 3030. Corequisite: NMT 4070. 3 credits

NMT 4070 NUCLEAR MEDICINE/CT CROSS SECTIONAL ANATOMY
(formerly NMT 407)
Sectional Anatomy & Imaging Strategies covers essential sectional anatomy and physiological aspects of radiology affecting image quality as well as the accepted clinical imaging techniques for each clinical area. Hundreds of labeled Nuclear Medicine, PET and CT sectional images - both normal and pathological - are used to explain modern imaging techniques. The course is intended for Nuclear Medicine Technology students as the educational program to advance their knowledge into the field of Fusion Imaging. Sectional imaging strategies and the sectional presentation of anatomical structures will include the entire human body. Prerequisite: NMT 3120. 3 credits

NMT 4080 ADVANCED PRACTICE/REGISTRY REVIEW NUCLEAR MEDICINE TECHNOLOGY
(formerly NMT 408)
This course is designed to prepare the Nuclear Medicine student for a certification/registry exam as an entry level Nuclear Medicine Technologist. It is intended that this course will be a summary and review of the basic Nuclear Medicine practice and will cover the material included on national registry/certification examinations. The mechanics of Computer Adaptive Testing will also be reviewed. Prerequisite: NMT 3070. 3 credits

NMT 4090 CLINICAL CONFERENCE I AND MANAGEMENT OF HEALTHCARE SYSTEMS
(formerly NMT 409)
Writing-Intensive Course
This course will enable students to share their experiences from their clinical rotations with other students. Through extensive case study presentations, students can incorporate their didactic training to actual work-related activities in the clinical laboratories. Students will be required to attend society functions and read society journals. The course will look at health care systems and management related to Nuclear Medicine. Upon completion of this course, all students will have a broad understanding and proficiency in the management of health care systems to fulfill the role of a practicing nuclear medicine technologist. Prerequisite: NMT 3070. 3 credits

NMT 4120 NUCLEAR MEDICINE INTERNSHIP IV
(formerly NMT 412)
At this level, the student should perform routine clinical procedures without instructional assistance, but under close observation at all times. When this stage of competency is attained, the student is able to perform departmental functions and routine procedures under supervision. 392 clinical internship hours. One required seminar or class meeting with faculty. Minimum of 3 clinical visits to site conducted by Molloy faculty. Prerequisite: NMT 3120. Fee-$217.00. 6 credits

NMT 4140 NUCLEAR MEDICINE INTERNSHIP V
(formerly NMT 414)
When this stage of competency is attained, the student is able to perform departmental functions and routine procedures under supervision. Upon completion of this internship, students will be proficient in the broad scope of practice to be an entry-level nuclear medicine technologist. All mandated clinical experience requirements for Nuclear Medicine Technology and CAT Scan set forth by the Registry (ARRT) and Certification (NMTCB) bodies must be achieved by the completion of this internship. 448 clinical internship hours. One required seminar or class meeting with faculty. Minimum of 3 clinical visits to site conducted by Molloy faculty. Prerequisite: NMT 4120. Fee-$217.00. 6 credits

NMT 4900 CLINICAL CONFERENCE II AND THESIS RESEARCH
(formerly NMT 417)
Writing-Intensive Course
This course will enable students to share their experiences from their clinical rotations with other students. Through extensive case study presentations, students can incorporate their didactic training to actual work-related activities in the clinical laboratories. Students will be required to attend society functions and read society journals. The course will provide review for the registry and certification examinations. The course includes research methods, correlative imaging, public speaking, medical informatics, certification and credentialing and preparation of resumes/cover letters. Students will do an extensive research project on an upcoming study in Nuclear Medicine and write a scientific/professional paper. Students will give a power point presentation to their peers on their research. Upon completion of this course, students will demonstrate proficiency in all skills necessary to fulfill the role of a nuclear medicine technologist. Prerequisite: NMT 4090. 3 credits

NUR 0700 DRUG CALCULATION REVIEW I
(formerly NUR 070)
This non-credit course is available to students who have failed the calculation examination following NUR 2390. Students will receive 12 hours of classroom instruction in drug calculation
from simple to complex calculation processes. Practice problems based on clinical situations are integrated throughout. (Pass/Fail) Fee-$134.00.

0 credit

NUR 0710 DRUG CALCULATION REVIEW II
(formerly NUR 071)
This non-credit course is available to students who have failed the second drug calculation examination in nursing course NUR 4090. Students will receive 12 hours of classroom instruction in drug calculation from simple to complex calculation processes. Practice problems based on clinical situations are integrated throughout. (Pass/Fail) Fee-$134.00.

0 credit

NUR 1290 PROFESSIONAL SOCIALIZATION: EDUCATION FOR PROFESSIONAL NURSING PRACTICE
(formerly NUR 129)
This Level I introductory theory course, taken upon acceptance into the undergraduate nursing program, introduces the novice nursing student to the multiple historical and societal factors that influence professional nursing practice within a dynamic health care environment. The course focuses on the development of nursing as a profession, current and evolving issues and trends in nursing and the health care delivery system, and the impact these have upon professional nursing practice. The role of the professional nurse in a contemporary and global society will be explored to assist students in establishing their identity with the nursing profession. Prerequisites: Acceptance into nursing program; College mandated SAT scores (EBRW Reading sub-score of 26, ACT Reading score of 20 or Nelson Denny Test Score of 12), appropriate reading and/or math scores or remediation. Corequisites: BIO 1200; CHE 1120; PSY 1110. (Offered Fall, Spring)

2 credits

NUR 1390 HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN
(formerly NUR 139)
This Level I course introduces the concepts of health and age-specific nursing assessment of health. The focus is on promotion of optimal function of individuals across the life span. The concept of health is presented within the context of human growth and development, culture and family utilizing the nursing process. Strategies for health promotion, interventions, and anticipatory guidance are addressed for each developmental level in conjunction with the role of the professional nurse. Prerequisites: BIO 1200, PSY 1110, CHE 1120. Corequisites: BIO 1210, 2450; SOC 1010/1660 (SOC 2900 for Honors Program students). Pre- or Corequisites: NUR 1290. (Students that need to repeat either BIO or CHE may take NUR 1390.) (Offered Fall, Spring)

3 credits

NUR 2090 FOUNDATIONS OF HUMANISTIC NURSING PRACTICE
(formerly NUR 209)
This is a theory, laboratory and clinical Level II nursing course that combines concepts of humanistic nursing practice with assessment, foundational nursing skills and therapeutics necessary to provide safe, competent patient-centered care. The health assessment content is integrated with the related skills of the specific system to facilitate a comprehensive understanding of the complex role of the professional nurse. The clinical and laboratory settings will provide the student with an opportunity to develop assessment and communication skills and to perform therapeutic interventions utilizing the nursing process in order to achieve quality patient outcomes. Experience in the clinical environment provides the student opportunity to apply theory, engage in critical thinking and clinical decision making as they begin to participate as a member of the interdisciplinary health team. This 6 credit course allocates 3 credits to lecture, 1 credit to lab practice of 2 hours/week and 2 credits to clinical one 7.5 hour day/week for a total fo 75 hours/semester. Prerequisites: BIO 1200, 1210, 2450; CHE 1120, PSY 1110; SOC 1010/1660 (SOC 2900 for Honors Program students). Corequisites: NUR 2290, 2390. Pre- or Corequisites: BIO 2470, NUR 1290, 1390. (Offered Fall, Spring)

6 credits

NUR 2240 LPN: CLINICAL CONCEPTS AS RELATED TO HUMANISTIC NURSING PRACTICE
(formerly NUR 224; NUR 204)
This course is required for LPN Career Mobility students who have less than one year of clinical experience. It has both theory and College laboratory requirements. Concepts and principles from all areas of nursing, biological, physical, behavioral, and social sciences are included to provide the student with a strong theory base on which to develop and implement patient care. Prerequisites: BIO 1200, 1210, 2450, CHE 1120, PSY 1110, SOC 1010/1610. Pre- or Corequisites: NUR 1290, 1390. Corequisites: BIO 2470, NUR 2260 LPN, 2290, 2390. (Offered Fall, Spring)

3 credits

NUR 2260 LPN: PHYSICAL ASSESSMENT
(formerly NUR 226; NUR 206)
This course is required for LPN Career Mobility students. The course includes observation, interviewing, auscultation, palpation and percussion skills. Physical assessment and nursing diagnosis within the Molloy Humanistic Framework are emphasized. Prerequisites: BIO 1200, 1210, 2450, CHE 1120, PSY 1110; SOC 1010 or 1610. Pre- or Corequisites: NUR 1290, 1390. Corequisites: BIO 2470, NUR 2240, 2290, 2390. (Offered Fall, Spring)

3 credits

NUR 2290 PATHOPHYSIOLOGY
(formerly NUR 229)
This Level II course builds on knowledge from the sciences and the Level I nursing courses. The etiology, pathogenesis, clinical manifestations, and implications of selected disease processes are introduced. Content includes stress response, deviations in cellular activity, inflammatory processes, immune response, and fluid and electrolyte balance across the lifespan. Prerequisites: BIO 1200, 1210, 2450, CHE 1120, PSY 1110; SOC 1010 or 1610. Pre- or Corequisites: NUR 1290, 1390. Corequisites: BIO 2470, NUR 2290, 2390. (Offered Fall, Spring)

3 credits

NUR 2390 PHARMACOLOGY I: IMPLICATIONS AND PRACTICE
(formerly NUR 239)
This Level II theory and laboratory course is an introduction to pharmacology for humanistic nursing practice. The pharmacological content is integrated with the skills necessary for safe and therapeutic medication administration. The student will become familiar with the complexity of the medication administration process and the multifaceted role of the nurse.

3 credits
Pharmacological concepts, legal implications, and various drug classifications will be presented. Content related to the importance of research and technology as well as the impact of current social, economic, political, and health care trends on pharmacotherapeutics is discussed. Medication dosage calculations, administration techniques, documentation, communication and patient teaching will be addressed. Application of the nursing process, assessment, and safety is emphasized. Prerequisites: BIO 1200, 1210, 2450; CHE 1120; PSY 1110; SOC 1010/1660 (SOC 2900 for Honors Program students). Corequisite: NUR 2090, 2260. Pre- or Corequisites: BIO 2470, NUR 1290, 1390, 2290. (Offered Fall, Spring) Fee-$243.00. 2 credits

**NUR 2590 PHARMACOLOGY II: THERAPEUTIC MANAGEMENT**
*(formerly NUR 259)*

This Level II comprehensive theory course is a continuation of the basic pharmacology course (NUR 2390) and introduces the student to the most commonly prescribed drugs by classification. Indications, contra-indications, and nursing implications for safe practice will continue to be addressed in this course. Prerequisites: All sciences, NUR 1290, 1390, 2090, 2290, 2390; PSY 1110; SOC 1010/1660 (SOC 2900 for Honors Program students). Corequisites: NUR 2890, 2900, 2990. Pre- or Corequisite: BIO 2470. (Offered Fall, Spring) 2 credits

**NUR 2890 HUMANISTIC PSYCHOSOCIAL CONCEPTS FOR NURSING**
*(formerly NUR 289)*

**Writing-Intensive Course**

This Level II theory course explores psychosocial nursing concepts foundational for the understanding and care of individuals and families across the life span within a complex society. Principles and concepts of mental health will provide the foundational basis for application throughout future learning experiences as the student develops the abilities and skills necessary to provide humanistic and empathic nursing care in the context of a complex health care environment. Prerequisites: All sciences, NUR 1290, 1390, 2090, 2290, 2390; PSY 1110; SOC 1010/1660 (SOC 2900 for Honors Program students). Corequisites: NUR 2890, 2900, 2990. Pre- or Corequisite: BIO 2470. (Offered Fall, Spring) 3 credits

**NUR 2900 NURSING CARE OF PATIENTS WITH COMMON AND COMPLEX COMMON HEALTH PROBLEMS**
*(formerly NUR 290)*

(for Dual Degree students only)

Focuses on the professional nurse’s role in the care of adults in the acute care setting. The theory component will explore humanistic nursing practice for clients experiencing more commonly encountered acute and chronic health care problems. The clinical experience will focus on the application of the nursing process as related to the biological, psychological, spiritual, and socio-cultural needs of the adult client/family with acute and chronic health care needs. This 8 credit course allocates 4 credits to lecture and 4 credits to clinical for a total of 150 hours/semester one 12-hour day/week. Prerequisites: All sciences, NUR 1290, 1390, 2090, 2290, 2390; Pre- or Corequisites: NUR 2590, 2890. (Offered Fall, Spring) Fee-$799.00. 8 credits

**NUR 2990 HUMANISTIC NURSING CARE OF ADULTS I: COMMONLY ENCOUNTERED HEALTH ISSUES**
*(formerly NUR 299)*

This Level II theory and clinical course focuses on the professional nurse’s role in the care of adults in the acute care setting. The theory component will explore humanistic nursing practice for clients experiencing more commonly encountered acute and chronic health care problems. The clinical experience will focus on the application of the nursing process as related to the biological, psychological, spiritual, and socio-cultural needs of the adult client/family with acute and chronic health care needs. This 6 credit course allocates 3 credits to lecture and 3 credits to clinical for a total of 112.5 hours/semester one 12-hour day/week. Prerequisites: All sciences; NUR 1290, 1390, 2090, 2290, 2390; PSY 1110; BIO 2470, SOC 1010/1660. Corequisites: NUR 2590, 2890. (Offered Fall, Spring) Fee-$680.00. 6 credits

**NUR 3010 SELF-AWARENESS IN HUMANISTIC NURSING PRACTICE**
*(formerly NUR 301; NUR 118)*

This is an elective course that is offered to students who wish to pursue a “journey inward”. It affords the opportunity to look at and share parts of our lives that exist, but may be rarely focused upon. Participation is encouraged and enhanced by go-round activities and partner-sharing. Open to Non-Nursing majors. Many exercises are utilized to meet these objectives, e.g., Gestalt workshop exercises, John Powell’s “Fully Human–Fully/Alive” seminars, practices of yoga techniques, Anthony de Mello’s video-tape and more. This is a totally experiential class. 15 hours. 1 credit

**NUR 3290 HUMANISTIC NURSING CARE OF ADULTS II: INCREASINGLY COMPLEX HEALTH ISSUES**
*(formerly NUR 329)*

This Level III theory and clinical course focuses on the professional nurse’s role in the care of adults in the acute care setting. The theory component will explore humanistic nursing practice for clients experiencing more complex acute and chronic health care problems. The clinical experience will focus on the application of the nursing process, decision-making, and critical thinking as related to the biological, psychological, spiritual, and socio-cultural needs of the acutely ill adult client/family. This 6 credit course allocates 3 credits to lecture and 3 credits to clinical for a total of 112.5 hours/semester one 12-hour day/week. Prerequisites: NUR 2590, 2890, 2990. Pre- or Corequisites: NUR 3890. (Offered Fall, Spring) Fee-$680.00. 6 credits

**NUR 3490 HUMANISTIC NURSING CARE OF CHILDREN AND FAMILIES**
*(formerly NUR 349)*

This Level III theory and clinical course focuses on the humanistic nursing care of children in the context of their families. The unique needs of infants, children, and adolescents experiencing illness and hospitalization are explored in relation to their growth and developmental needs. Students will apply theory to practice in an acute care clinical setting. This 4 credit half semester course allocates 2 credits to lecture and 2 credits to clinical for a total of 75 hours/semester one 12-hour day/week. Prerequisites: NUR 2590, 2990, 3290 for all Nursing Programs,
NUR 3590 HUMANISTIC NURSING CARE OF THE CHILDBEARING FAMILY
(formerly NUR 359)
This Level III theory and clinical nursing course focuses on the nursing care of women, within the context of the family, during the reproductive and childbearing cycles. Issues and the application of the nursing process related to female reproductive roles, sexuality and physiological/psychological abnormalities are discussed. Content related to conception, the childbearing process, postpartum and newborn assessment and care is included. This 4 credit half semester course allocates 2 credits to lecture and 2 credits to clinical for a total of 75 hours/semester one 12-hour day/week. Prerequisites: NUR 2590, 2990, 3200 for all Nursing Programs, except Dual Degree/Second Degree and Dual LPN take 2590 and 2900. Corequisites: NUR 3490. Pre- or Corequisite: NUR 3890. (Offered Fall, Spring) Fee-$562.00. 4 credits

NUR 3601 MENTAL HEALTH IN FILMS
(formerly NUR 390A) 1 credit

NUR 3602 CONTROVERSIAL ISSUES IN MENTAL HEALTH
(formerly NUR 390B) 1 credit

NUR 3603 PROFESSIONAL SKILLS
(formerly NUR 390C) 1 credit

NUR 3604 SELF-CARE PRACTICES
(formerly NUR 390D) 1 credit

NUR 3605 FACTORS OF CANCER SURVIVORSHIP
(formerly NUR 390E) 1 credit

NUR 3606 HEALILNG GRIEF
(formerly NUR 390F) 1 credit

NUR 3607 POST KATRINA ENVIRONMENT
(formerly NUR 390G) 3 credits

NUR 3608 GENETICS AND GENOMICS
(formerly NUR 390H) 1 credit

NUR 3609 PROFESSIONAL SOCIALIZATION
(formerly NUR 390I) 1 credit

NUR 3610 CONTEMPORARY HIV CARE-NURSING
(formerly NUR 390J) 1 credit

NUR 3611 EXPERIENCE IN NURSING RESEARCH
(formerly NUR 390K) 1 credit

NUR 3890 NURSING RESEARCH FOR EVIDENCE-BASED PRACTICE
(formerly NUR 389)
This Level III theory course, addresses scientific methodology of the research process and its application to nursing practice. Emphasis is placed on the theory and methods of scholarly inquiry, and critical evaluation of the research report. The importance of evidence-based nursing practice is addressed. Prerequisites: MAT 1150/1152; NUR 2990. Corequisites: NUR 3290. Prerequisites for Dual Degree Students: MAT 1150/1152; NUR 2090. Prerequisites for RN Students: MAT 1150/1152; NUR 2490 (or after Module). Corequisite: NUR 3290. (Offered Fall, Spring) 3 credits

NUR 3612 HOMELESSNESS AND HUMANISM
(formerly NUR 390L) 1 credit

NUR 3613 COMMUNITY NURSING IN ACTION
(formerly NUR 390M) 1 credit

NUR 3614 GLOBAL LEARNING NURSING/Ghana and Togo
(formerly NUR 390N) 1 credit

NUR 3615 GLOBAL LEARNING PROGRAM
(formerly NUR 390O) 1 credit

NUR 3616 NURSING CARE IN DEVELOPING COUNTRIES
(formerly NUR 390P) 1 credit

NUR 3617 TRANSCULTURAL NURSING
(formerly NUR 390Q) 2 credits

NUR 4090 HUMANISTIC NURSING CARE OF ADULTS III: MULTI-SYSTEM COMPLEX HEALTH ISSUES
(formerly NUR 409)
This Level IV comprehensive theory course focuses on the professional nurse's role in the care of acute health problems of adults. This three (3) hour/week course focuses on the humanistic application of the nursing process as it relates to the biological, psychological, spiritual, and socio-cultural needs of the patient/family experiencing multi-system, complex, acute illness. Prerequisites: NUR 3490, 3590. Corequisites: NUR 4290, 4390. (Offered Fall, Spring) Fee-$325.00. 3 credits

NUR 4290 HUMANISTIC NURSING CARE IN PSYCHIATRIC/MENTAL HEALTH NURSING PRACTICE
(formerly NUR 429)
This Level IV theory and clinical nursing course focuses on the expansion, synthesis, and application of prior knowledge. Mental health nursing concepts and knowledge needed to provide humanistic nursing care to individuals, families, communities, and populations will be presented. Important concepts for provision of nursing care to clients with mental health issues will be explored. Clinical experience will provide the student opportunities for synthesis and application of theory and practice. Mental health issues and approaches will
be incorporated into the clinical experience. Clinical experiences expose students to the full continuum of psychiatric care including: an acute inpatient psychiatric experience and an outpatient mental health experience. This 4 credit course allocates 2 credits to lecture and 2 credits to clinical for a total of 75 hours/semester one 8-hour day/week. Prerequisites: NUR 2890, 3490, 3590. Corequisites: NUR 4090, NUR 4390. (Offered Fall, Spring) Fee-$562.00. 4 credits

NUR 4390 HUMANISTIC NURSING CARE IN PUBLIC/COMMUNITY HEALTH NURSING PRACTICE
(formerly NUR 439)
This Level IV theory and clinical nursing course explores the principles of public health nursing practice focusing on the expansion, synthesis and application of prior knowledge. The knowledge needed to provide humanistic nursing care to individuals, families, communities and populations at the local, state, national and international level will be presented. Important concepts for population-based nursing practice, including levels of prevention (health promotion, risk reduction), epidemiology, environmental health, the health care delivery system, public health policy, cultural, economic factors, ethical issues, disaster preparedness and global health, will be discussed. Community intervention strategies will explore development of partnerships with populations and communities. This 4 credit course allocates 2 credits to lecture and 2 credits to clinical for a total of 75 hours/semester one 8-hour day/week. Prerequisites: NUR 3490, 3590. Corequisites: NUR 4090, 4290. (Offered Fall, Spring) Fee-$562.00. 4 credits

NUR 4490 HUMANISTIC NURSING CARE OF ADULTS III:ADVANCED CLINICAL APPLICATION
(formerly NUR 449)
This Level IV clinical practicum focuses on the professional nurse’s role in the provision of humanistic nursing care to the acutely ill adult experiencing multi-system health issues. Clinical experiences will provide the student opportunities in advanced technical environments for the synthesis and application of complex theory. This 1 day/week of 12 hours semester clinical course is a total of 112.5 hours. Prerequisites: NUR 3490, 3590. Corequisites: NUR 4490, 4990. (Offered Fall, Spring) Fee-$562.00. 3 credits

NUR 4590 LEADERSHIP AND MANAGEMENT FOR HUMANISTIC NURSING PRACTICE
(formerly NUR 459)
Writing-Intensive Course
This comprehensive leadership and management seminar is a Level IV course and will be taken concurrently with the last clinical practicum. The focus of this course is to facilitate the transition from student to professional nursing practice integrating and applying leadership and management principles and theories. Contemporary legal and ethical issues will be discussed in the context of the evolving health care system. The format of this course is a two (2) hour/week seminar. Prerequisites: NUR 4090. Corequisites: NUR 4490, 4990. (Offered Fall, Spring) 2 credits

NUR 4701, 4702, 4703 INDEPENDENT STUDY
Open to students able to pursue, in-depth, an area of special interest. Directed readings, discussion and study of a problem under guidance of a member of the department. Credits commensurate with project. Pre- or Corequisites: NUR 2900, 3290 and approval of chairperson and instructor(s). (Offered upon request) 1, 2, 3 credits

NUR 4980 THEORETICAL TRANSITION TO PROFESSIONAL NURSING
(formerly NUR 471)
This three (3) credit theory course is meant to provide transition to professional nursing for nurses with a baccalaureate degree in a non-nursing field. The Humanistic Nursing Framework at Molloy College is introduced and nurses are prepared in such areas as nursing research, critical thinking, leadership and management and legal/ethical/health care issues that face nurses in current practice in a variety of situations. 45 hours per semester. Tuition and credits are at the undergraduate level. (Offered as needed.) 3 credits

NUR 4990 COMPREHENSIVE HUMANISTIC NURSING PRACTICE: TRANSITION TO PROFESSIONAL NURSE
(formerly NUR 499)
This level IV capstone comprehensive practicum is an independent clinical experience. The student works with a preceptor in gradually assuming responsibility and accountability for a cohort of patients. Students will actualize all previously synthesized material incorporating professional leadership/management theories and strategies in the planning and implementation of professional humanistic nursing care. Critical reflection will focus upon current issues such as cultivating a culture of safety, working in interdisciplinary teams along with other current topics. The clinical placement is individually selected, based on student interest. This is a half semester independent clinical course. Requires completion of a total of 195 hours, 150 hours of clinical time, 25 hours of ATI testing/instruction/remediation in preparation for the license exam, 20 hours of seminar and faculty/student interactions. Prerequisites: All Nursing Courses. Corequisites: NUR 4490, NUR 4590. (Offered Fall, Spring) Fee-$1046.00. 5 credits

CURRICULUM FOR RN PROGRAM

NUR 2490 RN: HUMANISTIC NURSING CONCEPTS FOR PROFESSIONAL PRACTICE
(formerly NUR 249 RN; NUR 105 RN)
Writing-Intensive Course
This is a bridge course for the Registered Nurse Undergraduate student. The course is open to Registered Nurses only. The history of the profession is examined to provide the student with a better understanding of current nursing leadership and practice (education, delivery and administration) in today’s health care environment. Legal and ethical aspects of nursing, as well as the emergent role of the nurse advocate, HIPAA implications, and current issues are discussed to illustrate nurses’ responsibility and accountability to their clients, their profession and themselves. This course focuses on professionalism. It is designed to help the RN synthesize previous learning and experience with new knowledge in order to develop a philosophy and an understanding of the nurse’s professional role. (Only RN/Completion students may enroll in this course.) (Offered Spring Only) 3 credits
NUR 3500 RN: HEALTH ASSESSMENT IN THE COMMUNITY
(formerly NUR 350 RN; NUR 250 RN)
This is a Level III course for the Registered Nurse undergraduate student that focuses on physical assessment skills with implications and applications to the individual as a member of a family unit. A comprehensive physical assessment of a selected adult and a wellness assessment of family members is conducted. The physical assessment is based on theory outlined in class. Strategies for the wellness assessment include health screening and risk appraisal. A health promotion plan including risk management is then developed within the Humanistic Nursing Framework. The student is responsible to secure an agreement with an individual and the family unit to conduct the assessments. Pre- or corequisite: NUR 2490 or NUR 2490 module and all RN Challenge Exams and Science Exams; Corequisite: NUR 3510. (Only RN/Dual Degree or RN/Completion students may enroll in this course.) (Offered Fall Only) Fee-$295.00. 2 credits

NUR 3510 RN: INTEGRATIVE NURSING PRACTICE
(formerly NUR 351 RN; 251 RN)
This is a Level III course for the Registered Nurse undergraduate student. This course focuses on the physical, mental, emotional and spiritual responses to wellness/altered health patterns. Holistic interventions are analyzed for incorporation into professional practice within the Humanistic Nursing Framework. The theory component encompasses integrative nursing care of individuals and families experiencing wellness/altered health patterns. The experiential component introduces the student to holistic healing modalities to promote self-care. NUR 2490 or NUR 2490 module as prerequisite for RN Dual Degree students. Prerequisite: All RN and Science Challenge Exams. Corequisite: NUR 3500. (Only RN/Dual Degree or RN/Completion students may enroll in this course.) (Offered Fall Only) 3 credits

NUR 3520 RN: CULTURE OF HEALTH IN CHRONIC ILLNESS
(formerly NUR 352 RN; 252 RN)
Writing-Intensive Course
This is a Level III theory course for the Registered Nurse undergraduate student. The course focuses on four topics within the Humanistic Nursing Framework. The topics included are community health concepts, chronic illness across the lifespan, the physically challenged and geriatric nursing. Prerequisites: all required challenges plus BIO 1200, 1210. NUR 2490 or NUR 2490 Module as prerequisite for RN Dual Degree students. Prerequisite: NUR 3500, NUR 3510. Pre-/Corequisite: ENV 1010. (Only RN/Dual Degree or RN/Completion students may enroll in this course.) 3 credits

NUR 3530 RN: PUBLIC HEALTH ISSUES IN WORLD HEALTH
(formerly NUR 353 RN; 253 RN)
This is a Level III theory and clinical course for the Registered Nurse undergraduate student. This course focuses on the expansion, synthesis and application of prior knowledge to global health concerns. The theory component focuses on public health issues within the local, national and international communities. Application of community health and public health principles are discussed. Selected clinical experience will enhance and validate theoretical concepts. This 5 credit RN course allocates 3 credits to lecture and 2 credits to clinical for a total of 90 hours/semester. Prerequisite: NUR 2490 or NUR 2490 Module, NUR 3500, NUR 3510. Pre- or corequisite: NUR 3520. (Only RN/Dual Degree or RN/Completion students may enroll in this course.) Liability Insurance required. Fee-$505.00. 5 credits

NUR 4960 RN: LEADERSHIP/MANAGEMENT
(formerly NUR 496; NUR 254 RN)
This is a Level IV theory and clinical course for the Registered Nurse undergraduate student. The theory component focuses on contemporary professional leadership/management concepts and issues within the Humanistic Nursing Framework. Concepts such as managed care, collaboration and financial management are included. The concepts/issues are relevant to the Registered Nurse practicing in an integrated Health Care Network. The clinical component consists of individually selected experiences based on selected learning needs. Students are required to assemble a professional portfolio based on their experiences. This 5 credit RN course allocates 3 credits to lecture and 2 credits to clinical for a total of 90 hours/semester. Prerequisite: All prior nursing courses and Challenge Exams. (Only RN/Dual Degree or RN/Completion Students may enroll in this course.) Liability Insurance required. Fee-$505.00. 5 credits

GRADUATE-LEVEL COURSE DESCRIPTIONS FOR DUAL-DEGREE PROGRAM NURSING STUDENTS ONLY:

ETH 5050 ADVANCED MEDICAL ETHICS
(formerly ETH 505; PHI 505, THE 505)
See ETH - Ethics section for course description. 3 credits

NUR 5100 CURRENT ISSUES IN PROFESSIONAL NURSING
See the Molloy College Graduate Catalog for a full course description and any fees. 3 credits

NUR 5150 ORGANIZATIONAL THEORY
See the Molloy College Graduate Catalog for a full course description and any fees. 3 credits

PED - Physical Education Courses

PED 1100 FUNDAMENTALS OF VOLLEYBALL AND BADMINTON
(formerly PED 110)
Volleyball: Techniques; team competition play; coverage of scoring and rules. Badminton: Describe basic shots and strategies, understand the rules of keeping score and the other basic rules of play. Describe the basic equipment required for badminton. Fee-$42.00. 1 credit
PED 1220 PHYSICAL FITNESS
(formerly PED 122)
Development of exercise program for health and fitness with specific training techniques aimed at selected physical fitness components. (Offered Fall, Spring) Fee-$42.00. 1 credit

PED 1330 AEROBIC DANCE
(formerly PED 133)
Principles of aerobic fitness experienced through the medium of dance/exercise routines. Some study of underlying scientific data. (Offered Fall, Spring) Fee-$42.00. 1 credit

PED 1340 INTRODUCTION TO BALLET
(formerly PED 134)
Introduction to ballet techniques with emphasis on basic foot, arm and body positions; elementary barre and movement combinations across the floor, working towards a brief creative unit. (Offered Fall) Fee- $42.00. 1 credit

PED 1390 INTRODUCTION TO MODERN DANCE
(formerly PED 139; PED 147)
The introduction of fundamental modern dance techniques to enhance physical coordination, grace, poise and creativity with the opportunity to appreciate modern dance as an art form. (Offered Fall) Fee-$42.00. 1 credit

PED 1440 FUNDAMENTALS OF BASKETBALL AND VOLLEYBALL-WOMEN
(formerly PED 144)
Basketball skills, drills, techniques; team play and rules coverage. Volleyball techniques, team competition and rules. (Offered Spring) Fee-$42.00. 1 credit

PED 1450 SELF-DEFENSE
(formerly PED 145)
Principles of assault prevention and avoidance behavior. Selected defensive techniques for use in physically threatening situations. (Offered Fall, Spring) Fee-$42.00. 1 credit

PED 1460 BALLET FOR BEGINNERS
(formerly PED 146)
The continued development of basic ballet forms expanding the vocabulary, including barre, turnout, placement with centre and movement combinations leading to a brief choreographed unit. (Offered Spring) Fee-$42.00. 1 credit

PED 1480 MODERN DANCE FOR BEGINNERS
(formerly PED 148)
The continued development of basic modern dance techniques and creativity to increase range of motion, flexibility, combinations and across the floor patterns designed to increase the student's sense of time, space and dynamics. (Offered Spring) Fee-$42.00. 1 credit

PED 1500 INTRODUCTION TO RECREATIONAL ACTIVITIES
(formerly PED 150)
Fundamentals of golf: Grip, swing, rules, equipment and golf course layouts. Badminton: Describe basic shots and strategies, understand the rules for keeping score and the other basic rules of play. Describe the basic equipment required for badminton. Fee-$42.00. 1 credit

PED 1510 ZUMBA DANCE
(formerly PED 151)
This course will combine Latin and International music with a fun and effective workout system. Students will be introduced to the principles of Zumba fitness and the importance to aerobic fitness. (Offered Fall/Spring) Fee-$42.00. 1 credit

PED 1540 VOLLEYBALL
(formerly PED 154)
Volleyball: students will learn team competition, play coverage, learn how to keep score and the basic volleyball skills: forearm passing, serving and setting. Fee-$42.00. 1 credit

PED 1550 FUNDAMENTALS OF VOLLEYBALL AND PICKLEBALL
(formerly PED 155)
Volleyball: students will learn team competition, play coverage, learn how to keep score and the basic volleyball skills: forearm passing, serving and setting. Pickle-ball: students will learn to understand the equipment used to play the sport, perform and demonstrate the fundamental skills for effective play and know the principles of strategy for competitive play. Fee-$42.00. 1 credit

PED 1560 INTRODUCTION TO CARDIO MACHINES
(formerly PED 156)
This course will acquaint students with the basic understanding of cardio fitness through the use of cardio machines. Students will learn to develop their own personal cardiovascular program that they will be able to monitor, adjust and utilize for personal fitness. (Offered Fall/Spring) Fee-$42.00. 1 credit

PED 1570 MOVEMENT FOR ACTOR I
(formerly PED 157)
In this course, students explore physical movement and expression, develop kinesthetic awareness, range of movement, body control and define and demonstrate a sense of physical play. Special emphasis will be given to work in alignment, strength and flexibility, release of physical tension, abstract physical exploration and physical spatial relationships. May include work in Grotowski, Laban, Neutral Mask work and other physical approaches. Prerequisites: THA 1000, THA 1050, THA 1240. Fee-$42.00. 2 credits

PED 1590 MOVEMENT FOR ACTOR II
(formerly PED 159)
A continuation of the work covered in PED 1570 Movement for the Actor I. This course focuses on additional training in specialized movement skills for the actor with an emphasis on expanding the actor's awareness and use of their physical instrument, the flexible, efficient and expressive use of the body. Emphasis will be placed on techniques for and exploration of improvisation, character development, character archetypes, traditional European Clowning and Commedia dell’Arte.
Prerequisites: PED 1570, THA 1100, THA 1240, 2150. Fee-$42.00. 3 credits

PED 1600 FUNDAMENTALS OF BADMINTON AND GOLF
(formerly PED 160)
Fundamentals of golf: Grip, swing, rules, equipment and golf course layouts. Badminton: Describe basic shots and strategies, understand the rules for keeping score and the other basic rules of play. Describe the basic equipment required for badminton. Fee-$42.00. 1 credit

PED 1640 DANCE OVERVIEW
(formerly PED 164)
Cross section of basic dance forms: modern, ballet, folk, square and ethnic. Each unit keynoted in terms of origin, appeal and particular purpose. (Offered Fall, Spring) Fee-$42.00. 1/2 credit

PED 1660 INTERNATIONAL FOLK DANCE
(formerly PED 166)
Dances representing cultures from worldwide sources, using circle, square, line, reel and other formations; mixer-type dances predominating. (Offered Fall, Spring) Fee-$42.00. 1 credit

PED 1740 BALLET INTERMEDIATE
(formerly PED 174)
Classical ballet forms in a defined vocabulary. Emphasis on barre, port de bras, ronde de jambe, echappes, centre balance work and across the floor patterns leading to a brief choreographed unit. Prerequisite: PED 1340; or equivalent training; or special faculty permission. Fee-$42.00. 1/2 credit

PED 1780 MODERN DANCE INTERMEDIATE
(formerly PED 178)
Exploration and expansion of modern dance vocabulary to include contraction/release, fall/recovery principles and greater range of developing space and energy in motion as a performing art form with brief choreographed units. Prerequisite: PED 1390; or equivalent training; or special faculty permission. (Offered Fall, Spring) Fee-$47.00. 1 credit

PED 1830 BADMINTON
(formerly PED 183)
Techniques of doubles and singles competition play. Learn the basic shots and strategies, understand the rules of keeping score and the other basic rules of play. (Offered Fall/Spring) Fee-$42.00. 1 credit

PED 1850 BOWLING
(formerly PED 185)
Instructions in the fundamentals and techniques of bowling. Approaches and ball release along with hand scoring will be taught. The course will meet off campus at a local bowling alley. (Offered Fall/Spring) Fee-$98.00. 1 credit

PED 1890 FUNDAMENTALS OF GOLF AND BOWLING
(formerly PED 189)
Fundamental golf skills including grips, stance, basic strokes, learning about equipment, rules and golf course layout. Bowling at local bowling alley; instruction in approach and ball release techniques, scorekeeping. (Offered Fall, Spring) Fee-$93.00. 1 credit

PED 1900 PERSONAL HEALTH
(formerly PED 190)
Major aspects of personal health including mental health principles, with special emphasis on consumer health and current health problems. Knowledge and application are the dual objectives of the course. Required of students with medical excuses from physical education. May be taken as an elective by students who have already fulfilled their physical education requirement. (Offered Spring) 1 credit

PED 1930 HORSEBACK RIDING
(formerly PED 193)
Instruction in fundamental and intermediate techniques of English equitation and care of horse and equipment. Course to be held off-campus at local riding academy. (Offered Fall, Spring) Fee-$289.00. 1 credit

PED 1950 HATHA YOGA
(formerly PED 195)
Basic underlying philosophy of hatha yoga as a physical and mental discipline; exercises and asanas exploring body-mind reciprocity. (Offered Fall, Spring) Fee-$42.00. 1 credit

PED 2000 WEIGHT TRAINING FOR BEGINNERS
(formerly PED 200)
Basic principles and skills. Emphasis on cardiovascular and flexibility activities with the proper use of weights and machinery. (Offered Fall, Spring) Fee-$78.00. 1 credit

PED 2010 EMERGENCY CARE
(formerly PED 201)
Course describes the physiology and rationale behind first aid treatment. Concentration is placed on wilderness applications of standard first aid, safety and emergency procedures. It also includes coverage of techniques of lost victim search, search design, rock rescue and white water rescue. 3 credits

PED 2020 COOPERATIVE EXPERIENTIAL LEARNING
(formerly PED 202)
This course provides the opportunity to experience leadership in an outdoor setting. This course will facilitate a greater understanding of the importance of experiential learning. 3 credits

PED 2050 WALKING FOR FITNESS
(formerly PED 205)
This course promotes a lasting interest in walking and fitness as a lifetime sport for fitness. Emphasis on proper walking technique is stressed. It also increases the student’s awareness of the importance of cardiovascular fitness. 1 credit

PED 2090 OUTDOOR SKILLS
(formerly PED 209)
Introduction to basic camping and winter travel and survival
in a temperate environment. Basic skills and concepts of flat-water river and lake canoeing. Basic knowledge and skills of backpacking travel in a temperate mountainous area. Discussion of local wildlife. Fee-$145.00. 3 credits

PED 2100 PHILOSOPHY, PRINCIPLES AND ORGANIZATION OF ATHLETICS FOR SCHOOL AND COMMUNITY
(formerly PED 210)
This course will consider the role of athletics in the total educational program and the interrelationship of athletics with the programs of health education and physical education. The development of rules and regulations in New York State will be emphasized. This course will not satisfy the general education requirement. 3 credits

PED 2120 COACHING THE COACH
(formerly PED 212)This course will consider the scientific principles of coaching, the selection, organization and management of teams; methods of training, administrative consideration, officials, ethics, public relations, recruiting and regulatory guidelines. This course will not satisfy the general education requirements. 1 credit

PED 2140 COACHING TECHNIQUES
(formerly PED 214)This course is designed primarily to meet the commissioner's regulation. It is designed for the student to learn sound coaching principles and training methods in competitive athletics. Participants will acquire specific techniques to enhance their coaching skills. (Organizational techniques, practice and game situations, conditioning) This course will not satisfy the general education requirements. 1 credit

PED 2160 CARE AND PREVENTION OF ATHLETIC INJURIES
(formerly PED 216)
For students anticipating work with athletic teams as a coach, supervisor, instructor or athletic trainer. Course work includes classroom lectures and practical applications of current athletic training methods. This course will not satisfy the general education requirement. 3 credits

PED 2170 EMERGENCY CARE AND FIRST AID
(formerly PED 217)
Students will learn to recognize, assess and treat the acute injuries and illnesses involved with the physically active population. This course is one of a group of courses that will satisfy the New York State Coaches Certification. This course will include learning skills needed for First Aid, CPR and AED certification as well as provide students with the American Heart Association certification exam and card. This course will not satisfy the general education requirements for physical education. 3 credits

PED 4701 INDEPENDENT STUDY
Contractual agreement on an individual basis to undertake specified number of hours of supervised activity and presentation of related theoretical concepts. (Offered upon request) 1 credit

Philosophy Courses

ETH ETHICS
Refer to by subject under Ethics courses.

PHI 1000 PHILOSOPHY: THE PURSUIT OF WISDOM
(formerly PHI 100; Classical Foundations of Philosophy; PHI 100 Human Existence)
This course will introduce students to philosophy through an examination of some of the most fundamental philosophical problems. Topics may include the nature of reality, critical thought and reasoning, the scope of human knowledge, freedom and ethical responsibility and the existence of God. (Fall, Spring) 3 credits

PHI 1020 CRITICAL THINKING
(formerly PHI 102; PHI 102 Logic)
An introduction to logic, including inductive and deductive systems of inference and a study of common fallacies discovered in editorials, textbooks, political speeches and advertisements. Because students gain an understanding of how to communicate their ideas more effectively and to evaluate language and the ideas of others, this course helps prepare them for subsequent coursework in most disciplines, for problem-solving in any profession and for analytic assessments such as those required prior to entrance to graduate school. 3 credits

PHI 1500 PHILOSOPHY OF LOVE
(formerly PHI 150)
A radical, in-depth, personal, and philosophical investigation into the experience of love as the catalyst for growth, maturity and individuation within and for one's achievement of personhood. The required readings in the course will come from Plato, C.S. Lewis and other writers in the field. The instructor will also employ a cinematic approach to the areas under discussion with a viewing and discussion of a selection of pertinent films having the experience of love as their central focus. 3 credits

PHI 2130 ANCIENT PHILOSOPHY
(formerly PHI 213; PHI 313)
A study of the roots of the Western philosophical tradition from the pre-Socratic community of philosophers to the beginnings of the Christian medieval tradition. Emphasis in the course will be placed on the works of Ancient Greek and Roman philosophers. 3 credits

PHI 2150 MEDIEVAL PHILOSOPHY
(formerly PHI 215; PHI 315)
The synthesis of classical and medieval thought. Some of the philosophers considered: Augustine, Anselm, Abelard, Thomas
A philosophical examination of the notion of God, religious language, religious experience and commitment. Classical and
contemporary arguments about God will be evaluated as well as the place of revelation in religious belief. **3 credits**

**PHI 2700 BUDDHIST THOUGHT AND SPIRITUALITY**  
(formerly PHI 270)  
This course is an introduction to the essential teachings and practices of Buddhism. Included is a survey of the historical development and spread of Buddhism throughout the centuries and a study of its foundational teachings with emphasis on the four noble truths and the eight-fold path. An application of the Buddhist way of life is also explored. **3 credits**

**PHI 2750 PHILOSOPHY AND THE CREATIVE EXPERIENCE**  
(formerly PHI 275)  
This course offers a practical, step-by-step introduction to the philosophical study of the creative experience. Students will examine various theories of creativity as they have been developed by influential philosophers, psychologists and artists in the field of creativity studies and will have the opportunity to examine how these theories are exemplified in the lives of some of the great creative visionaries of the past half-century. **3 credits**

**PHI 2790 THE PROBLEM OF HAPPINESS**  
(formerly PHI 279)  
Focusing on what is arguably the most important issue in Philosophy—the problem of human happiness, this course examines the ideas of the most important thinkers of the ancient world to uncover what enduring wisdom they can impart about the nature and realization of happiness. **3 credits**

**PHI 2800 GENDER AND PHILOSOPHY**  
(formerly PHI 280; Women and Philosophy)  
Does gender affect the way we think? Because philosophy is one of several disciplines that have traditionally been dominated by men, contemporary criticisms are common. This course explores the legitimacy of those criticisms by considering sex and gender in two ways: the work of female philosophers and the treatment of men and women as philosophical subjects, both present and historically. **3 credits**

**PHI 2810 ASIAN PHILOSOPHY**  
(formerly PHI 281; PHI 320; PHI 255)  
A study of the major Asian philosophical traditions through a reading and analysis of the pertinent texts and scriptures. The course will focus on the great philosophical systems that arose out of Asia, including Hinduism, Buddhism and Confucianism. **3 credits**

**PHI 2900H (HONORS) CIVILIZED IDEAS**  
(formerly PHI 225H; PHI 325H; French Thought and Civilization; Ancient to Early Modern; Ancient and Medieval)  
All great societies are founded upon profound philosophical ideas. Philosophers throughout the centuries have attempted to give voice to these ideas in ways that are consistent with the cultures in which they arise. This course will focus on a specific historic society in Western civilization (Ancient Greece, Imperial Rome or Enlightenment France) and will explore the seminal ideas that have shaped that society and its people. Honors students only. **3 credits**

**PHI 3000 ZEN AND NOW**  
(formerly PHI 300)  
This course will offer the student an introduction to the philosophy and the discipline of Zen Buddhism. The specific objectives of this offering are threefold: (1) To introduce the student to both the history and the philosophy of Buddhism as that history and philosophy culminate in the discipline of Zen Buddhism, (2) To engage the student in the realization of the efficacy of Zen practice in his/her daily life and (3) To engage the student in the foundation of the Zen practice zazen, or sitting meditation. **3 credits**

**PHI 3100 POLITICAL PHILOSOPHY**  
(also POL 3100; formerly PHI/POL 310)  
This course examines the development of major political doctrines, such as classical republicanism, modern national monarchism, liberal democracy and socialism. The development of these philosophies within the cultural and historical contexts in which they were invented will be explored in an attempt to demarcate their basic assumptions, social prognosis and programs for obtaining a just state. **3 credits**

**PHI 3180 AMERICAN PHILOSOPHY**  
(formerly PHI 318)  
A study of the origins and development of the principal philosophical ideas in America, with particular attention to their cultural impact and contemporary significance. Among those read and discussed are Edwards, Emerson, Peirce, James, Royce and Dewey. **3 credits**

**PHI 3220 SYMBOLIC LOGIC**  
(also MAT 3220; formerly MAT/PHI 322; PHI 228)  
**3 credits**

**PHI 3240 HISTORY AND PHILOSOPHY OF MATHEMATICS**  
(also MAT 3240; formerly MAT/PHI 324; PHI 227)  
Only offered by Mathematics and Computer Studies Department. **3 credits**

**PHI 3300 PHILOSOPHY OF SCIENCE**  
(formerly PHI 330)  
This course explores the history of scientific thought from the Ancient world through contemporary times. Emphasis is on the examination of the “scientific method” both as it is described and actually practiced. The course considers science as an attempt to better understand reality, with implications for medicine, physics, psychology, sociology, the environment and more. **3 credits**

**PHI 4600 INTERNSHIP IN PHILOSOPHY**  
(formerly PHI 498; PHI 102 Critical Thinking)  
An opportunity to gain career experience while working at a law office, business, non-profit or governmental agency in the New York metropolitan area. Students are required to work a minimum of 100 hours during the semester (approximately 7 hours per week) at the internship site. A minimum of four individual meetings with the supervising professor and two group seminar sessions are also required. Required for the
**Major. Recommended for Philosophy and Applied Ethics Minors. 3 credits**

**PHI 4701, 4702, 4703 INDEPENDENT STUDY**
Specialized, self-directed study of a topic not available within scheduled courses, under individual direction of a faculty member. Must be approved by departmental Chairperson. 1, 2, 3 credits

**PHI 4900 RESEARCH SEMINAR**
(formerly PHI 499; PHI 295)
*Writing-Intensive Course*
This course, which the department considers the capstone experience of the Philosophy major’s education at Molloy, provides the opportunity for students to engage in guided research on a topic of their own choosing. Projects focus on extensive revision and development of philosophical writing style and communication of highly refined original arguments. The culmination of the course is the production of an essay suitable for submission to a scholarly publication and/or conference. This course is required for all Philosophy majors and minors. Departmental chairperson approved required. 3 credits

**Physics Courses**

**PHY 1600 PHYSICS FOR THE HEALTH SCIENCES**
(formerly PHY 160; PHS 160)
This course deals with the basic principles of physics, involving mathematics in problem solving and the application of physical concepts to physiological processes, hospital situations and everyday life. Prerequisite: SAT Mathematics scores above 450 and/or passed Regents Courses I and II. (Offered Fall, Spring) 3 credits

**PHY 1880 COLLEGE PHYSICS I**
(formerly PHY 188)
An examination of the basic principles of mechanical physics. Areas of concentration will include math concepts, kinematics, Newton’s laws, circular motion, work and energy, impulse and momentum, rotation, harmonic motion, elasticity, fluid mechanics, temperature, heat and heat transfer. Not open to students who passed PHY 2700. Prerequisites: High school Physics and Algebra, SAT Math scores above 500 and/or passed Regents I and II. 3 credits

**PHY 1890 COLLEGE PHYSICS II**
(formerly PHY 189)
An examination of the basic principles of electricity and magnetism and wave theory. Areas of concentration will include ideal gas laws and kinetic theory, waves and sound, linear superposition and interference, electric forces and fields, electrical potential, magnetic forces and fields, electromagnetic induction, alternating current circuits, electromagnetic waves, reflection and refraction and interference and diffraction. Not open to students who passed PHY 2710. Prerequisites: A grade of "C+" or better in PHY 1880 or its equivalent. 3 credits

**PHY 2700 GENERAL PHYSICS I**
(formerly PHY 270; PHS 170)
A study of the fundamentals of mechanics-velocity, forces, energy and the properties of matter. Three lecture hours, one 2-hour lab per week. Prerequisite: SAT MATH scores above 450 and MAT 2210. Students with less than a “C” in the prerequisite course may see Chair for approval into the course. Satisfies general education. (Offered Fall, Spring) Fee-$93.00. 4 credits

**PHY 2710 GENERAL PHYSICS II**
(formerly PHY 271; PHS 171)
A study of the principles related to heat, sound, light, electricity and magnetism. Three lecture hours, one 2-hour lab per week. Prerequisite: PHY 2700 or its equivalent; SAT MATH scores above 450 MAT 2210; Students with less than a “C” in prerequisite courses may see Chair for approval into the course. Satisfies general education. (Offered Fall, Spring) Fee-$93.00. 4 credits

**Political Science Courses**

**POL 1000 FUNDAMENTALS OF GOVERNMENT**
(formerly POL 100)
A study of the basic concepts of political science with emphasis on the vital importance of the moral law in public affairs; theories of the origin, nature and purpose of the state; democracy and the challenges to democracy in the modern world; analysis of the processes and institutions of government. (Offered Fall) 3 credits

**POL 1010 AMERICAN NATIONAL GOVERNMENT**
(formerly POL 101)
An exploration of the establishment of the political system of the United States. The provisions of the Constitution for the distribution of power within the national government and between the national and state governments are analyzed. Civil liberties and civil rights guaranteed by the Constitution and expanded through Congressional and judicial actions are explored. The privileges and responsibilities of citizenship in a democratic society are discussed along with the political participatory process. Key issues such as the appropriate role for the national government, the effectiveness of individual citizens and the influences of interest groups in shaping public
policy are debated and evaluated. The structure and functions of the three branches of government are described. (Offered Fall, Spring) 3 credits

POL 1030 AMERICAN STATE AND LOCAL GOVERNMENT  
(formerly POL 103)  
State constitutions; patterns of state and local government; intergovernmental relations; state politics; problems of the metropolis-central city vs. suburbia. Special attention is given to the government of New York State and the New York metropolitan region. Field experiences; interviews with public officials, county officeholders, state legislators, U.S. congressmen and judges. (Offered Spring) 3 credits

POL 1060 COMPARATIVE GOVERNMENT AND POLITICS I  
(formerly POL 106)  
A study of the political systems of selected European nations with an emphasis on government responses to current political, economic and social challenges. (Offered Spring) 3 credits

POL 1070 COMPARATIVE GOVERNMENT AND POLITICS II  
(formerly POL 107)  
An analysis of the political systems of China, Japan and selected nations of the Middle East in their geographic and historic setting. The countries’ political culture, structure and process will be studied and their governments’ responses to current economic and social challenges will be emphasized. (Offered Fall) 3 credits

POL 1150 INTRODUCTION TO SUSTAINABILITY  
(formerly POL 115)  
Students will be introduced to a broad range of human activities that are either sustainable or unsustainable. Personal attitudes, business decisions and governmental policies that encourage or discourage sustainable practices will be examined. Sustainability will be defined and applied to current issues such as: renewable energy systems including solar, wind, geothermal and other emerging technologies; consumer products; green buildings; recycling; and toxins in the environment. This class will take a holistic view of how individuals, governments, economy and the environment interact. Includes moral valuation of economic viability and social equity. (Offered Fall) 3 credits

POL 2000 PUBLIC ADMINISTRATION  
(formerly POL 200; formerly cross-listed with SOC 200; Public Administration and Modern Society)  
The role of government bureaucracy in social policy making; a study of the formal and informal groups and structures that influence policy; emphasis on the need to look beyond the legal structures to the active process of decision-making. (Offered Fall) 3 credits

POL 2010 PRESIDENCY AND CONGRESS  
(formerly POL 201)  
The role of the Presidency and Congress in national policy making. Distribution of power in Congress: leadership and committee system. Presidential power and its sources; concentration of power in the Executive; efforts of Congress to control executive power. (Offered Fall) 3 credits

POL 2060 POLITICS OF DEVELOPING NATIONS  
(formerly POL 206)  
A study of the world’s developing nations. The political, economic and social problems and progress of these nations will be surveyed. Selected nations of Africa and Latin America will be studied in their geographic and historic context. The challenges of modernization facing these nations will be analyzed. (Offered Fall) 3 credits

POL 2090 WOMEN IN POLITICS  
(formerly POL 209; POL 109)  
This course is a survey of the political experience of women in America. The implications of the evolution of women in American politics will be discussed from the suffrage movement to the modern feminist movement. Recent Supreme Court decisions that impact on women’s issues will be reviewed. (Offered Fall) 3 credits

POL 2100 AMERICAN PARTY POLITICS  
(formerly POL 210; POL 102)  
Analysis of the organization and operation of the party system on the state and national levels; nominations and election procedures; voting patterns; influence of public opinion; role of interest groups in American politics. Field experiences; interviews with local party officials, campaign managers, candidate for public office and public officials. (Offered Fall) 3 credits

POL 2340 REGIONALISM IN EUROPE AND ASIA  
(also HIS 2340; formerly HIS/POL 234; History and Politics of European Integration) 3 credits

POL 2350 HISTORY AND POLITICS OF SOUTH ASIA: INDIA, PAKISTAN AND AFGANISTAN  
(also HIS 2350; formerly HIS/POL 235; History of India) 3 credits

POL 2360 HISTORY AND POLITICS OF SOUTHEAST ASIA  
(also HIS 2360; formerly HIS/POL 236) 3 credits

POL 3020 AMERICAN CONSTITUTIONAL LAW  
(formerly POL 302; POL 202)  
The structure of the American constitutional system; the judicial process in relation to the political process; the Supreme Court and judicial review; judicial process analysis: case studies in the process of constitutional litigation; analysis of Supreme Court decisions to illustrate the evolution of American constitutional law; impact of Supreme Court decisions. (Offered Fall, Spring) 3 credits

POL 3030 INTERNATIONAL RELATIONS  
(formerly POL 303; POL 203)  
An examination of relations among the nations of the world. The actors in the international environment and the institutions and instruments for conflict resolution will be studied. The role of power in international relations-sources, balance
and imbalance will be assessed. Emphasis will be placed on contemporary developments and challenges in international relations. (Offered Fall) **3 credits**

**POL 3100 POLITICAL PHILOSOPHY**  
*(also PHI 3100; formerly PHI/POL 310) 3 credits*  

**POL 3110 INTERNATIONAL POLITICAL ECONOMY**  
*(formerly POL 311)*  
This course provides an introduction and overview to international political economy (IPE), a subfield of international relations, which examines the actions and interactions of states, markets, multinational corporations, investment, banking, domestic (Central Banks, Finance Ministries) and international institutions (WTO, IMF), economics and politics (G8, G20) as they happen on national, bilateral, multilateral, regional and global levels. The course examines the “classical” theories of IPE - liberalism, realism, dependency and constructivism - as well as issue areas such as trade, development, monetary policy and state’s role in an era of globalization. (Offered Spring) **3 credits**

**POL 3190 RESEARCH METHODS FOR HISTORIANS AND POLITICAL SCIENTISTS**  
*(also HIS 3190; formerly HIS/POL 319)*  
**Writing-Intensive Course** (Offered Fall) **3 credits**

**POL 3210 TERRORISM**  
*(also HIS 3210; formerly HIS/POL 321)*  
This course provides undergraduates with the historical, theoretical and policy perspectives of terrorist studies. It addresses definitions of terrorism, types of terrorism and the origins and motivations of those who utilize political violence in case studies from around the globe. The class seeks to understand the problem from domestic and international points of view, and confronts the myriad of issues that governments and international organizations encounter in their counter-terrorism and counter-terrorism finance efforts. **3 credits**

**POL 3230 AMERICAN PRESIDENTS**  
*(also HIS 3230; formerly HIS/POL 323) 3 credits*  

**POL 3240 ROAD TO THE WHITE HOUSE**  
*(formerly POL 324)*  
The course is an intensive, in-depth focus on political parties, campaigns and presidential elections. It will do so through the prism of the 2020 presidential selection process. It will look at the changing role of political parties in American government over time. It will look at what candidates have to do in order to capture the party nomination, and the role that political parties play in linking voters to the only nationally elected office in the American system of government. The course will also examine other important aspects of the process, including the role of the media and interest groups and the demands of campaign financing. When the semester concludes, students should be able to make informed judgments about the nature of parties and elections in the United States, and the impact of the presidential selection process on the democratic character of the American political system. Does not satisfy General Education requirements. Prerequisite: POL 1010. **3 credits**

**POL 3400 HISTORY AND POLITICS OF THE MIDDLE EAST**  
*(also HIS 3400; formerly HIS/POL 340) (Offered Spring) 3 credits*  

**POL 4600, 4610 GOVERNMENT INTERNSHIP I, II**  
*(formerly POL 460, 461)*  
Internship placements are available in local offices of government agencies and elected officials in Nassau and Suffolk counties, as well as state and national levels. Interns will have the opportunity to observe and participate in the political process at the grass roots level. In addition to their internship assignments, which include 100 hours at internship site, students must meet at least 4 times during the semester with their professor from the History/Political Science Department. Prerequisite: Chairperson approval. (Offered Fall, Spring) **3, 3 credits**

**POL 4701, 4702, 4703 INDEPENDENT STUDY**  
Open to qualified students who wish to pursue an area of special interest; reading, research and discussions under the direction of a member of the department. Authorized students may repeat this course as an international internship for a maximum of six credits. (Offered upon request) **1, 2, 3 credits**

**POL 4900 POLITICAL SCIENCE SEMINAR**  
*(formerly POL 490; POL 204)*  
**Writing-Intensive Course**  
Advanced study and research in selected topics; research procedures; conferences with the instructor; class discussions; research paper; critical evaluation of research project in class. Prerequisite: HIS/POL 3190. (Offered Spring) **3 credits**

---

**Psychology Courses**

**PSY 1110 GENERAL PSYCHOLOGY**  
*(formerly PSY 111)*  
An introductory study of the fields and methods of psychology. Research and theory are considered with regard to such topics as: the nervous system, sensation and perception, learning and memory, cognition, consciousness, intelligence, motivation and emotion, child development, personality, social behavior and abnormal behavior. Practical applications of psychological principles and culturally oriented interpretations of information are emphasized. **3 credits**

**PSY 1660 ART THERAPEUTIC TECHNIQUES**  
*(also ART/GRN/SWK 1660; formerly ART/GRN/PSY/SWK 166) 1 credit*  

**PSY 2040 DEVELOPMENTAL PSYCHOLOGY**  
*(formerly PSY 204; PSY 150)*  
This course is intended to increase the student’s understanding and awareness of growth and development throughout the lifespan. The course integrates the physical, cognitive, emotional, social and cultural aspects of each stage. It includes a thorough investigation of the major theoretical models of
development, with emphasis placed on the unique qualities of each phase. Students taking PSY 2040 should not take PSY 2050 or PSY 2060, as content overlaps. Recommended: PSY 1110. 3 credits

PSY 2050 CHILD DEVELOPMENT I: PRENATAL THROUGH MIDDLE CHILDHOOD
(formerly PSY 205; formerly Child Psychology; formerly PSY 151)
This course is designed to familiarize the students with the process of human psychological development from Early through Middle Childhood. The approach will include the physical, cognitive, intrapsychic, social and cultural influences on this stage of development. Students will become acquainted with the major theoretical approaches and their impact on perceptions of childhood. A thorough explanation and appreciation of both genetic and environmental influences on behavior will inform the presentations. Students should not take PSY 2040-content overlaps. Recommended: PSY 1110. 3 credits

PSY 2060 CHILD DEVELOPMENT II: MIDDLE CHILDHOOD THROUGH ADOLESCENCE
(formerly PSY 206; formerly Adolescent Psychology; formerly PSY 152)
This course is intended to increase the student’s understanding and awareness of development from Pre-Adolescence through Adolescence. The approach will include the physical, cognitive, intrapsychic, social and cultural influences on these developmental stages. It includes a thorough investigation of the major theoretical models of development with particular emphasis placed on the unique qualities of each phase. The complex issues surrounding the transition between stages will be addressed and serve to sharpen the distinctive nature of these developmental phases. Students should not take PSY 2040-content overlaps. Recommended: PSY 1110. 3 credits

PSY 2080 CAREERS IN PSYCHOLOGY AND COUNSELING
(formerly PSY 208; PSY 158; formerly Career Planning; formerly Careers in Psychology)
A systematic approach to exploring and planning for careers in the various fields of psychology, with emphasis on making sound vocational decisions. This approach will also consider graduate school and licensure options in psychology and related fields in the helping professions. Group discussion is employed extensively. 1 credit

PSY 2130 STATISTICS FOR THE BEHAVIORAL SCIENCES
(formerly PSY 213; PSY 113)
An introduction to the more frequently used applications of statistics in the behavioral and social sciences. Both descriptive and inferential statistics are reviewed, using SPSS and related statistical software packages as the computational platform. Topics included range from correlation through linear regression and on to one- and two-way analyses of variance. Limited to Psychology majors. Prerequisites: PSY 1110 and MAT 1150C. 3 credits

PSY 2370 PSYCHOLOGY OF AGING
(also GRN 2370; formerly GRN/PSY 237)
Description and explanation of the organization of behavior from adulthood to old age. Major components of behavior such as perception, sensory deficits, cognitive processes, personality and life styles will be examined. Serious consideration will be given to the way the elderly are viewed in different cultural milieus. Field trips are utilized to supplement the student’s background as necessary. Recommended: PSY 1110. 3 credits

PSY 2450 PSYCHOLOGICAL ASSESSMENT
(formerly PSY 245; PSY 155; formerly Introduction to Psychological Assessment)
Writing Intensive
Theory and techniques of intelligence and achievement testing; survey of personality tests, aptitude tests; demonstration of individual psychological tests; scoring and interpretation of results for guidance purposes; principles of test construction. Prerequisite: PSY 1110 and MAT 1150C. Fee - $47.00. 3 credits

PSY 2530 PSYCHOLOGY OF LEARNING
(formerly PSY 253; PSY 153)
An examination of the theories and principles of human and animal learning and their implications for educational and social practice. Topics considered include: conditioning, mediational learning, problem solving, transfer of training, generalization and discrimination, forgetting, skill acquisition, motivational and developmental factors in learning. Recommended: PSY 1110. 3 credits

PSY 2620 DEATH, DYING AND BEREAVEMENT
(also GRN 2620, SOC 2620; formerly GRN/PSY/SOC 262; formerly Sociology of Death and Dying) 3 credits

PSY 3000 BASICS OF SOCIAL AND BEHAVIORAL RESEARCH METHODS
(also SOC 3000; formerly PSY 310; PSY 210; SOC 300; formerly Research Methods; formerly Introduction to Experimental Design) Fee - $78.00. 3 credits

PSY 3010 BIO-PSYCHOLOGY
(formerly PSY 301; PSY 301; formerly Physiological Psychology)
A comprehensive survey of the physiological correlates of behavior emphasizing the neural and endocrine mechanisms underlying such psychological processes as learning, perception, memory and motivation. Prerequisites: PSY 1110. 3 credits

PSY 3020 BEHAVIOR MODIFICATION
(formerly PSY 302; PSY 202; PSY 127; formerly Introduction to Behavior Modification)
The principles of behavior modification and their applications in clinical, educational and social settings are examined in depth. These include behavioral analysis and assessment, procedures for developing adaptive behaviors, reducing or eliminating maladaptive behaviors and restructuring faulty cognitions and perceptions that underlie maladaptive beliefs, feelings and actions. These evidence-based approaches form the foundations of applied behavioral analyses, behavior modification in educational, family and in-patient settings, cognitive behavior therapies and the design and management of work settings and social structures. They are readily applied
to self-evaluation and improvement. Recommended: PSY 1110.  
3 credits

PSY 3110 EXPERIMENTAL PSYCHOLOGY  
(formerly PSY 311; PSY 211)  
A classical introduction to the practice of psychological research, stressing experimental design and methodology, and encouraging proficiency in scientific expression. Students are exposed to a broad spectrum of research topics via selected presentations, demonstrations, replications, and original projects. Prerequisites: PSY 1110, PSY 2130 and MAT 1150C. Fee $78.00. 3 credits

PSY 3120 ADVANCED EXPERIMENTAL PSYCHOLOGY  
(formerly PSY 312; PSY 212)  
An intensive exposure to a limited number of research areas of current interest in psychology. Each student will thoroughly investigate the scientific literature in an area consonant with his or her interests and professional ambitions, and will design an original piece of research of publishable quality in that area. Prerequisites: PSY 1110, MAT 1150C, PSY 2130 and two (2) upper-level electives. Fee $78.00. 3 credits

PSY 3240 SOCIAL PSYCHOLOGY SEMINAR  
(formerly PSY 324; PSY 224; Seminar in Social Psychology)  
Major issues in Social Psychology research are considered in their applications to the individual in culture and society. Students are afforded the opportunity to explore these topics in pilot research projects. Prerequisites: PSY 1110. 3 credits

PSY 3250 HISTORY AND SYSTEMS OF PSYCHOLOGY  
(formerly PSY 325; PSY 225)  
An introduction to the major schools of psychology traced from their roots in philosophic thought and the physiological bases of behavior to their emergence as aspects of modern psychology. Prerequisite: PSY 1110. 3 credits

PSY 3260 ABNORMAL PSYCHOLOGY  
(formerly PSY 326; PSY 226)  
An analysis of the major categories of “mental” and behavioral disorders as they occur in childhood, adulthood and old age, with emphasis on etiological factors in psychopathology. Problems of diagnosis and treatment are considered in detail. Prerequisites: PSY 1110. 3 credits

PSY 3280 HEALTH PSYCHOLOGY  
(formerly PSY 328)  
The field of health psychology examines factors that aid in developing healthy lifestyles, recovering from illness and learning coping strategies to manage chronic conditions. More specifically, health psychology focuses on the promotion and maintenance of healthy behaviors, an understanding of psychosocial factors that impact physical health and influence of psychological well-being for management of chronic diseases. Recommended: PSY 3010 and PSY 3260. 3 credits

PSY 3290 LEARNING DISABILITIES  
(formerly PSY 329; PSY 229)  
A systematic study of the causes, characteristics and consequences of disorders of the learning process. Current trends in theory, diagnosis and remediation of learning disabilities are emphasized. Recommended: PSY 1110. 3 credits

PSY 3340 EXCEPTIONAL CHILD  
(formerly PSY 334; PSY 234; formerly Psychology of the Exceptional Child)  
This course will explore characteristics of individuals with exceptionalities and educational implications. Students will gain an understanding of the learning needs of children with learning, emotional, cognitive, physical, sensory and social disabilities as well as the gifted and talented students. Recommended: PSY 1110. 3 credits

PSY 3360 HUMAN SEXUALITY  
(formerly PSY 336; PSY 236)  
An investigation and discussion of the physical, psychological and cultural components of human sexual behavior, sexual dysfunction and related aspects. Current research and treatment methods from the behavioral sciences will be stressed. Prerequisites: PSY 1110. 3 credits

PSY 3370 CRIMINAL PROFILING  
(also CRJ 3370; formerly CRJ/PSY 337; formerly Psychology of Criminal Profiling)  
This course will study the history and describe the methods of psychological criminal profiling. The salient psychological and behavioral characteristics of serial murderers will be investigated. Case histories of serial offenders will be studied. Prerequisites: PSY 1110. 3 credits

PSY 3390 FORENSIC PSYCHOLOGY  
(also CRJ 3390; formerly CRJ/PSY 339)  
This course will demonstrate the role of psychologists in the criminal justice system. The emphasis will be on various applications of psychological principles in the areas of law enforcement, the courts and prison. Prerequisites: PSY 1110. 3 credits

PSY 3450 LONG ISLAND LEADS  
(formerly PSY 345)  
Students learn basic principles of Developmental/Family theory and Positive Psychology along with key elements of Asset Based Community Development. Through a combination of lecture, discussion, fieldwork and speaker presentations, this class will enhance students’ understanding of neighborhood resources, the needs/strengths of families and effective strategies of engagement. The course culminates with the production of a document presented to local policymakers outlining ideas and recommendations to strengthen Long Island communities. Prerequisite: At least Sophomore status. 3 credits

PSY 3510 GROUP DYNAMICS  
(formerly PSY 351; PSY 251; formerly Dynamics of Behavior)  
Behavior development and modification are considered in terms of the individual’s responses in varied social interactions. Prerequisites: PSY 1110. 3 credits
PSY 3520 PSYCHOLOGY OF WOMEN
(formerly PSY 352; PSY 252; formerly Psychology of Woman)
A study of the biological, physiological, social and cultural aspects of female development. An analysis of the gender roles, identity and conflicts of the contemporary woman will be presented. Prerequisites: PSY 1110. 3 credits

PSY 3530 PERSONALITY
(formerly PSY 353; PSY 253; formerly Personality Theories)
Survey of major findings in the area of personality; a consideration of the leading theoretical interpretations of personality structure and dynamics. Prerequisites: PSY 1110. 3 credits

PSY 3560 SENSATION AND PERCEPTION
(formerly PSY 356; PSY 157, PSY 256)
Major theories in sensation and perception are discussed. Auditory, visual and other sensory systems will be considered in relation to behavior. Topics will include sensory coding, properties of stimuli and psychophysical research. Practical application of the processes underlying the relationships between sensation and perception will be demonstrated. Prerequisite: PSY 1110. 3 credits

PSY 3570 CLINICAL COUNSELING
(formerly PSY 357; PSY 257; formerly Introduction to Clinical and Counseling Psychology; Clinical and Counseling Psychology)
The counseling and therapeutic processes, including selection of clients, beginning treatment, therapist and counselor characteristics, intermediate phases, termination and evaluation are all covered in this introductory course. Emphasis is placed on understanding the basic foundations upon which contemporary and traditional theories of counseling are built. Discussion also focuses on the extent to which cultural diversities impact on the therapeutic relationship. Prerequisites: PSY 1110 and PSY 3260. 3 credits

PSY 3580 DREAMING AND SLEEPING
(formerly PSY 358)
An overview of the evolution of sleep and dream theory and research covering early and current scientific explorations of sleep, sleep and/or dream deprivation, sleep disorders and dreaming phenomena such as psychic dreaming, lucid dreaming, nightmares, recurrent dreams, daydreams, etc. Theories relating to dream production and meaning are reviewed from ancient times through the present. Prerequisite: PSY 1110. (PSY 3010 recommended.) 3 credits

PSY 3590 POSITIVE PSYCHOLOGY
(formerly PSY 359)
“Positive Psychology” explores the scientific study of human strengths and virtues. “Positive Psychology” provides a distinct contrast to the negative focus of the disease-model approach that traditionally dominated much of the discipline. While there is no shortage of lay theories and self-help literature that offer advice on how to achieve “the good life”, this course will examine the nature of happiness based in empirical research. It will investigate how humans live lives of dignity and purpose with an emphasis on strengthening positive character traits such as compassion, creativity, empathy and resilience while increasing the presence of mindfulness and peak performance. It is designed to explore the concepts and research behind techniques and exercises that enhance well-being. This course does not satisfy the General Education requirement. Prerequisite: PSY 1110. 3 credits

PSY 3620 ORGANIZATIONAL PSYCHOLOGY
(formerly PSY 362; PSY 262)
An introduction to the methods used by industrial/organizational psychologists to increase individual and organizational effectiveness. Topics include entry into the organization (recruitment and selection); organizational psychology (work motivation, job attitudes, leadership and organizational culture); and workplace productivity (performance appraisals, absenteeism and turnover). Prerequisites: PSY 1110. 3 credits

PSY 3630 INTERVIEWING TECHNIQUES IN COUNSELING
(formerly PSY 363; PSY 263; formerly Interviewing Techniques)
Basic procedures for effective interviews are studied and practiced in terms of the varied purposes of interviewers in different situations. Prerequisites: PSY 1110. 3 credits

PSY 3650 COGNITIVE PSYCHOLOGY
(formerly PSY 365; PSY 265)
An examination of human cognitive processes and their corresponding neurophysiological structures and activities, with a stress on neurocognition. Current theories and research are discussed in relation to topics such as: sensation and perception; pattern recognition; attention and consciousness; learning and memory; reading, thinking, creativity, intelligence and cognitive development. Conventional models of cognition as well as recent contributions from neuroscience and computer science are also discussed. Prerequisites: PSY 1110. 3 credits

PSY 3670 SOCIAL COGNITION
(formerly PSY 367; PSY 267)
Investigation of a wide range of social phenomena from a cognitive perspective. Various aspects of cognitive processes are applied to how people interpret, analyze, remember and use information about the social world. The role of major cognitive processes such as attention, encoding, memory, concept formation, retrieval, thinking and problem solving, are studied in relation to topics such as: schemas and schema use, social perception, attribution, self-knowledge, stereotyping, persuasion, attitudes and attitude change. Current theories and research in social cognition are also discussed and are demonstrated through “hands on” experiments. Prerequisites: PSY 1110. 3 credits

PSY 3680 PSYCHOPHARMACOLOGY
(formerly PSY 368; PSY 268)
An intensive study of the uses and effects of various psychoactive substances, including illicit and experimental drugs, as well as traditional psychiatric remedies. Prerequisites: PSY 1110. 3 credits

PSY 3700 COMMUNITY MENTAL HEALTH COUNSELING
(formerly PSY 370; PSY 270; formerly Community Mental Health)
A survey of the various approaches to maintaining, improving and restoring mental health that are available to people within
Recent theoretical and research contributions are considered through discussions following participation in professional meetings and conventions. Completion of original research utilizing appropriate instruments is also required. Prerequisites: PSY 1110, 2130, 2450, 3110 and four PSY Electives. Pre-/Corequisite: PSY 3120. 3 credits

**Respiratory Care**

**ASSOCIATE’S DEGREE RESPIRATORY COURSES BEING PHASED OUT**

**RES 1010 CLINICAL CONCEPTS**
(formerly RES 101; CRS 103; Clinical Experience I)
An introductory course designed to prepare the Respiratory Care Student for entry into the clinical setting. This course must be taken in conjunction with RES 102. Corequisites or Prerequisites: BIO 1200, RES 1100. (Offered Fall) 1 credit

**RES 1020 RESPIRATORY CARE LABORATORY**
(formerly RES 102; CRS 103)
A study of the theory and application of respiratory care equipment and procedures that will equip the student with the knowledge required to participate in the field of respiratory care. This course consists of three hours of lecture and two hours of laboratory. Additional laboratory practice in open lab time is required to gain proficiency in the required skills. Corequisites or Prerequisites: BIO 1200, RES 1100. (Offered Fall) Fee-$464.00. 4 credits

**RES 1100 RESPIRATORY SCIENCE I**
(formerly RES 110; RES 100)
A comprehensive study of the physiology of the respiratory system that will equip the student with knowledge required in the field of respiratory care. (Offered Fall) 4 credits

**RES 1250 CLINICAL PRACTICUM I**
(formerly RES 125; Clinical Experience II; CRS 140)
A clinical experience that will integrate the didactic knowledge of respiratory with clinical practice. The clinical is designed to be taken in conjunction with RES 126. The student will attend 16 hours per week of clinical experience, and participate in clinical conferences designed to develop the critical thinking skills required for clinical decision-making. Prerequisites: RES 1010, 1020, 1100. Corequisites: BIO 1210, RES 1260. (Offered Spring) Fee-$289.00. 2 credits

**RES 1260 RESPIRATORY SCIENCE II**
(formerly RES 126; CRS 140, RES 124)
A study of the interventions and diagnostics utilized in the treatment and evaluation of pathophysiology. Students will participate in an integrated program incorporating lecture and laboratory participation to obtain proficiency in this study of respiratory care. This course consists of four hours of lecture and two hours of laboratory. Additional laboratory practice in open lab time is required. Prerequisites: BIO 1200, RES 1100, 1010, 1020. Corequisites: BIO 1210, RES 1250. (Offered Spring) Fee-$577.00. 6 credits
RES 2050 CLINICAL PRACTICUM II
(formerly RES 205; Clinical Experience III; CRS 105)
A clinical experience that will integrate the didactic knowledge of respiratory care with the practical. This summer clinical course will meet for 10 weeks. The student will attend 32 hours of clinical per week and attend a weekly, daylong clinical conference designed to develop clinical decision-making, skills and increase professional growth through the use of student case presentations, textbook case review and analysis, software, and vendor presentations. Prerequisites: BIO 1210, RES 1250, 1260, 2600. (Offered Fall) Fee-$541.00. 6 credits

RES 2440 CLINICAL PRACTICUM III
(formerly RES 244; Specialty Areas in Respiratory Care; CRS 144)
A clinical experience designed to further develop the integration of didactic knowledge into sound clinical practice. The student will attend 8 hours of clinical per week and participate in three clinical conferences. These conferences are designed to enhance the development of clinical making skills. Prerequisite: RES 2050, corequisite: RES 2480. (Offered Fall) Fee-$129.00. 1 credit

RES 2450 RESPIRATORY SCIENCE IV
(formerly RES 245; CRS 145)
A comprehensive study of the cardiovascular anatomy and physiology. The course will integrate the following areas: Hemodynamic monitoring, EKG’s, principles of Advanced Cardiac Life Support and their application in Respiratory Care. A research project will be required for successful completion of the course. Prerequisite: RES 2480. (Offered Spring) 3 credits

RES 2480 RESPIRATORY SCIENCE III
(formerly RES 248; CRS 142, RES 242)
An advanced study and integration of the following areas in Respiratory Care: Pulmonary Function testing, Neonatal and Pediatric Ventilator Management, Neonatal and Pediatric Advanced Life Support, Adult Ventilator Management, Non-invasive Mechanical Ventilation, Apnea Monitoring and additional innovative techniques in Respiratory Care. This course consists of four hours of lecture and two hours of laboratory experience. Additional laboratory practice in open lab time is required. Prerequisite: RES 2050. (Offered Fall) Fee: $464.00. 5 credits

RES 2500 PHARMACOLOGY
(formerly RES 250; CRS 150)
Writing-Intensive Course
This course provides students with an understanding of the principles of pharmacology necessary in an allied health profession and concentrating on cardio-pulmonary drugs. (Offered Fall, Spring) 2 credits

RES 2530 COMPUTERS IN RESPIRATORY CARE
(formerly RES 253; CRS 151, RES 251)
This course provides the students with a basic understanding of computer technology through integration of Respiratory Care practices and procedures taught via computer software. Prerequisite: RES 2050. (Offered Fall) Fee-$62.00. 2 credits

RES 2600 CLINICAL MEDICINE I
(formerly RES 260; CRS 160)
An integrated study of the theory, diagnosis, symptoms and treatment of disease manifestations in the respiratory care patient. Prerequisites: RES 1100, 1010, 1020. (Offered Spring) 2 credits

RES 2650 CRITICAL THINKING IN RESPIRATORY CARE
(formerly RES 265)
This course allows the student to build upon past experiences in both the clinical and classroom setting. Using critical thinking skills, the student recognizes the clinical signs, symptoms and treatment strategies necessary for the practice of Respiratory Care. Successful completion of the Clinical Simulation Exam and Therapist Multiple Choice Self-Assessment Examinations are required. Prerequisite: RES 2480. (Offered Spring) Fees $129.00. 2 credits

RES 2700 CLINICAL PRACTICUM IV
(formerly RES 270; Clinical Experience IV; formerly CRS 170)
An advanced comprehensive clinical experience emphasizing proficiency development in advanced areas of respiratory care practice, problem-solving skills and decision making skills necessary for clinical proficiency will be emphasized. This summer clinical course will meet for six weeks. Students will be required to attend 40 hours per week. Prerequisites: RES 2440, 2450, 2480. (Offered Summer) Fee-$258.00. 3 credits

BACHELOR’S DEGREE RESPIRATORY COURSES

RES 2010 FUNDAMENTALS OF RESPIRATORY CARE
(formerly RES 201)
This is an introductory course to the field of respiratory care. Topics include the history of the profession, professional organizations, ethics in healthcare, overview of the healthcare system and trends and medical terminology. Class will meet for 1 hours lecture each week. (Offered Spring) 1 credit

RES 2800 HUMAN DISEASE
(formerly RES 280)
This course will provide students with an explanation of the structural and functional changes associated with disease and the clinical manifestation of disease. The course will examine general concepts of disease and considers the various organ systems and their related diseases. Class will meet for 2 hours lecture each week. Prerequisites: BIO 1200 and BIO 1210. (Offered Spring) 2 credits

RES 2900 RESPIRATORY PHARMACOLOGY
(formerly RES 290)
This course will provide an overview of the following: general pharmacology, including routes of administration, federal regulations, dosages, calculations and safety precautions. An in-depth study of drugs administered to the respiratory system, including chemical structure, mechanism of action, indications, physiologic effects and side effects; medical gases and their indications and hazards; agents to treat infectious processes of the respiratory system; sedative, anesthetic and analgesic agents; as well as drugs used for cardiovascular dysfunction
and advanced cardiovascular life support. Class will meet for 3 hours lecture each week. Prerequisites: BIO 1200 and BIO 1210. (Offered Fall) 3 credits

**RES 3000 RESPIRATORY CARE I**
(formerly RES 300)
A comprehensive study of the anatomy and physiology of the respiratory system, which will focus on the physiologic mechanisms involved in ventilation. Class will meet for 3 hours lecture each week. Prerequisites: BIO 1200, BIO 1210, CHE 1120, MAT 1160. Co-requisite: RES 3010. (Offered Fall) 3 credits

**RES 3010 RESPIRATORY CARE II**
(formerly RES 301)
A comprehensive study of arterial blood gas physiology, to include: oxygen transport, carbon dioxide transport, acid base regulation, arterial blood gas interpretation, clinical calculations and assessment of oxygenation and acid base status. Prerequisites: BIO 1200, BIO 1210, CHE 1120, MAT 1160. Co-requisite: RES 3000. (Offered Fall) 3 credits

**RES 3020 RESPIRATORY CARE THERAPEUTICS I**
(formerly RES 302)
Review of physical concepts and laws governing fluids, composition and percentages of atmospheric gases. Included are the principles, operations, maintenance and identifying characteristics of primary gas systems. The rationales, indications, contraindications, hazards and maintenance of common Medical Gas delivery systems as required by regulation and law are reviewed in depth. Applications of humidity and humidifiers; aerosol and nebulizers; administration of aerosolized solutions; gas analysis and analyzers are viewed within their clinical uses. Techniques and usage of Incentive spirometry, IPPB, and other hyperinflation techniques are taught. The appropriate uses of advanced oxygen and aerosol therapy are addressed. Testing will include both written and hands-on performance. Class will meet for minimum of 3 hours lecture and 2 hours laboratory each week. Prerequisites: BIO 1200, BIO 1210, CHE 1120, MAT 1160. Co-requisites: RES 3000, RES 3010. (Offered Fall) Fee-$450.00. 4 credits

**RES 3030 CLINICAL CONCEPTS AND ASSESSMENT**
(formerly RES 303)
Patient care procedures, physical assessment, laboratory assessment, communication skills and professionalism in Respiratory Care, diversity in the healthcare environment are reviewed. OSHA Blood Borne pathogen regulations covered. Topics regarding communicable diseases, personal protective gear and topics of death and dying are explained to the student and the required OSHA exams and testing of respiratory protective equipment is completed. Class will meet for minimum of 2 hours lecture and 2 hours of laboratory each week. Prerequisites: BIO 1200, BIO 1210, CHE 1120, MAT 1160. Co-requisites: RES 3000, RES 3010, RES 3020. (Offered Fall) Fee-$180.00. 3 credits

**RES 3250 GENERAL RESPIRATORY CARE CLINICAL**
(formerly RES 325)
Practical application of respiratory care performed under supervision at clinical sites and proficiency evaluations of selected respiratory care procedures. This is a total of 150 hours of clinical per term. Prerequisites: RES 3000, RES 3010, RES 3020, RES 3030. Co-requisites: RES 3260, RES 3600, RES 3270, RES 3280. (Offered Spring) Fee-$280.00. 2 credits

**RES 3260 FUNDAMENTALS OF MECHANICAL VENTILATION**
(formerly RES 326)
Preparation to conduct the therapeutic procedures to achieve adequate, spontaneous and artificial ventilation with emphasis on ventilator classification, methods, principles and operational characteristics. Also included are the indications, complications and physiologic effects/principles of mechanical ventilation. Concepts of mechanical ventilators and basic modes of ventilation with application to clinical practice are discussed. Materials include the initiation and weaning from mechanical support, care of the ventilator patient and evaluation of cardiopulmonary status. The lecture material receives support by intensive hands-on experience with mechanical ventilators in the laboratory setting. Testing will include both written and hands-on performance. Class will meet for a minimum 4 hours lecture and 2 hours of laboratory each week. Prerequisites: RES 3000, RES 3010, RES 3020, RES 3030. Co-Requisites: RES 3250, RES 3600, RES 3270, RES 3280. (Offered Spring) Fee-$560.00. 5 credits

**RES 3270 PULMONARY FUNCTION STUDIES**
(formerly RES 327)
Pulmonary function testing procedures including equipment, spirometric measurement of pulmonary function, lung volume measurements, pulmonary mechanics tests, gas distribution studies, lung diffusion studies, exercise testing, bronchial provocation testing, interpretation and application of test results and case studies. Class will meet for minimum of 2 hours lecture and 2 hours of laboratory each week. Prerequisites: RES 3000, RES 3010, RES 3020, RES 3030. Co-requisites: RES 3250, RES 3600, RES 3270, RES 3280. (Offered Spring) Fee-$180.00. 2 credits

**RES 3280 RESPIRATORY CARE THERAPEUTICS II**
(formerly RES 328)
This course deals with the selection, application, maintenance and discontinuance of various artificial airways, including intubation, extubation, tracheostomy care and suctioning. It is comprised of one-hour lecture and two hours of laboratory experience each week. Prerequisites: RES 3000, RES 3010, RES 3020, RES 3030. Co-requisites: RES 3250, RES 3600, RES 3270, RES 3280. (Offered Spring) Fee-$180.00. 2 credits

**RES 3500 CRITICAL CARE PRACTICUM I**
(formerly RES 350)
Clinical refinements of concepts and procedures in cardiopulmonary care with emphasis on advanced procedures in adult critical care including mechanical ventilation concepts and practice with life-support equipment, arterial puncture and analysis and advanced airway management. This course is offered during the summer semester totaling 300 hours of clinical time. Prerequisites: RES 3250, RES 3260, RES 3270, RES 3280, RES 3600. (Offered Summer) Fee-$525.00. 4 credits
RES 3510 PULMONARY FUNCTION PRACTICUM
(formerly RES 351)
Students will perform basic and advanced pulmonary function procedures in the hospital setting. Students will do performance of complete pulmonary studies on patients, under supervision, in an accredited laboratory. This course is a summer clinical totaling 70 hours of clinical time. Prerequisites: RES 3250, RES 3260, RES 3270, RES 3280, RES 3600. (Offered Summer) Fee-$125.00. 1 credit

RES 3600 RESPIRATORY PATHOPHYSIOLOGY
(formerly RES 360)
An integrated study of the theory, diagnosis, symptoms and treatment of disease manifestations in the respiratory care patient. Class will meet for 3 hours lecture each week. Prerequisites: RES 3000, RES 3010, RES 3020, RES 3030. Co-requisites: RES 3250, RES 3260, RES 3270, RES 3280. (Offered Spring) 3 credits

RES 4000 NEONATAL/PEDIATRIC RESPIRATORY CARE
(formerly RES 400)
The study of anatomy, physiology, embryonic development of human fetus, with emphasis on embryonic lung and cardiac development; transition from fetal to extra-uterine life; prenatal and perinatal history. The etiology, pathophysiology, clinical presentation, radiologic assessment and management of neonatal and pediatric lung diseases will be discussed. Obstructive airway diseases in infants and children with corresponding treatments reviewed. Congenital heart diseases; sudden infant death syndrome and apnea disorders; Reye's syndrome and other neurologic/neuromuscular disorders will be reviewed as necessary. This course consists of a laboratory component dealing with neonatal and pediatric ventilator care, airway management, special procedures, including High Frequency Oscillation and Nitric oxide therapy. Class will meet for a minimum of 3 hours lecture and 2 hours laboratory each week. Prerequisites: RES 3500, RES 3510. Co-requisites: RES 4260, RES 4500, RES 4650. (Offered Fall) Fee-$450.00. 4 credits

RES 4260 RESPIRATORY CARE THERAPEUTICS III
(formerly RES 426)
Advanced mechanical ventilation techniques, including advanced concepts in adult mechanical ventilators, transport and homecare; overview of advanced mechanical ventilation techniques, such as liquid ventilation, APRV, MMV, ADAPTIVE SUPPORTVENTILATION,PRVC,PAV,NeurallyAdjustedVentilatory Assist Ventilation. Introduction to Polysomnography, designed to provide entry-level didactic training in sleep technology. Topics covered: medical terminology, instrumentation setup and calibration, recording and monitoring techniques, documentation, professional issues and patient-technologist interactions related to Polysomnographic technology. Class will meet for a minimum of 3 hours lecture and 2 hours laboratory each week. Prerequisites: RES 3500, RES 3510. Co-requisites: RES 4000, RES 4500, RES 4650. (Offered Fall) Fee-$320.00. 4 credits

RES 4480 HEMODYNAMIC MONITORING
(formerly RES 448)
The course will integrate the following areas: Hemodynamic monitoring, ECGs, principles of Advanced Cardiac Life Support and their application in Respiratory Care. Class will meet for 3 hours lecture each week. Prerequisites: RES 4000, RES 4260, RES 4500. Co-requisites: RES 4510, RES 4900. (Offered Spring) 3 credits

RES 4500 CRITICAL CARE PRACTICUM II
(formerly RES 450)
Clinical refinement of concepts and procedures in cardiopulmonary care with emphasis on special procedures, diagnostic testing, hemodynamic monitoring, advanced mechanical ventilation procedures. This is a critical care clinical specialty course for follow-up with the newer modes of ventilation. It is comprised of a clinical rotation totaling 150 hours of clinical time. Prerequisites: RES 3500, RES 3510. Co-requisites: RES 4000, RES 4260, RES 4650. (Offered Fall) Fee-$125.00. 2 credits

RES 4510 SPECIALTY PRACTICUM
(formerly RES 451)
This is the final clinical experience before graduation; student will choose specialization areas, such as neonatal, adult critical care, pediatrics, Polysomnography and pulmonary function. It is comprised of a clinical rotation totaling 150 hours of clinical time. Prerequisites: RES 4000, RES 4260, RES 4500. Co-requisites: RES 4480, RES 4900. (Offered Spring) Fee-$250.00. 2 credits

RES 4600 RESPIRATORY CARE MANAGEMENT I
(formerly RES 460)
This course will provide students an understanding of the varied and interconnected aspects of the U.S. healthcare delivery system. The course will examine various types of health care settings, their services and organizational issues and the regulatory concerns each must address. National cost of care, resource utilization, medical education, hospitals, mental health services, long term care and public health concerns will also be explored. (Offered Fall) 3 credits

RES 4610 RESPIRATORY CARE MANAGEMENT II
(formerly RES 461)
Writing-Intensive Course
This course will provide students with a foundation in health care economics, essential concepts in managerial accounting, leadership practice models and age specific patient education theories. Research in health care and medicine will be discussed. Quality and human resource management principles will also be explored. (Offered Spring) 3 credits

RES 4650 CRITICAL THINKING IN RESPIRATORY CARE
(formerly RES 465)
This course allows the student to build upon past experiences in both the clinical and classroom setting. Using critical thinking skills, the student recognizes the clinical signs, symptoms and treatment strategies necessary for the practice of Respiratory Care. Class will meet for minimum of 2 hours lecture per week. Successful completion requires the student to pass the TMC, Therapist Multiple Choice examination. Prerequisites: RES 3500, RES 3510. Co-requisites: RES 4000, RES 4260, RES 4500. Fee-$60.00. (Offered Fall) 2 credits
RES 4701, 4702, 4703 INDEPENDENT STUDY IN RESPIRATORY CARE
This course provides independent study in an area of interest as approved by the program director, under guidance of a faculty sponsor. (Offered Upon Request) 1, 2, 3 credits

RES 4900 SENIOR SEMINAR IN RESPIRATORY CARE
(formerly RES 490)
The study of conditions and therapeutic measures frequently confronting respiratory care practitioners. The students will review case study presentations and discussions. Advanced problem solving in case analysis will be utilized. Class will meet for minimum of 3 hours lecture per week. Successful completion requires the student to pass the NBRC Clinical Simulation Exam. Prerequisites: RES 4000, RES 4260, RES 4500. Co-requisites: RES 4510, RES 4480. (Offered Spring) Fee-$125.00. 3 credits

Study Abroad Program Course

SAP 2500 THE HARMONY OF SCOTLAND
(formerly SAP 250)
This course is an examination of global citizenship through interdisciplinary exploration. Emphasis will be placed on the larger questions that face society, examining if these issues are persistent or exclusively a part of our modern world. An important focus of this course is local and global civic knowledge and engagement. This course will provide a base and skill set that students can incorporate into their lifetime endeavors and is highly recommended for those students traveling internationally. This course counts towards the Liberal Arts and Sciences requirement. 1 credit

SAP 2520 GERMANY: CONTRIBUTIONS AND CONFLICT
(formerly SAP 252)
This course is an examination of Germany from the perspective of a historical and contemporary framework. Emphasis will be placed on the larger questions that face society, examining social organization, art, struggle, music and ecology as seen in the contemporary world. An important focus of this course is local and global engagement. This course will provide a base and skill set that students can incorporate into their lifetime endeavors and is highly recommended for those students traveling internationally to Germany. 1 credit

SAP 2530 SOUTHERN ITALY: CULTURE AND GEOLOGY
(formerly SAP 253)
This course will be investigating the history of Southern Italy, including Mt. Vesuvius and the destroyed cities of Pompeii and Herculaneum and the science that makes them a part of contemporary discussions in the area of volcanology and geology. An important focus of this course is knowledge that will be useful to those interested in teaching in this subject matter. This course will provide a base and skill set that students can incorporate into their lifetime endeavors and is highly recommended for those students traveling internationally to Southern Italy. 1 credit

SAP 2550 GLOBAL LEARNING IN THE TWENTY-FIRST CENTURY
(formerly SAP 290)
This course is an examination of global citizenship through interdisciplinary exploration. Emphasis will be placed on the larger questions that face society, examining if these issues are persistent or exclusively a part of our modern world. An important focus of this course is local and global civic knowledge and engagement. This course will provide a base and skill set that students can incorporate into their lifetime endeavors and is highly recommended for those students traveling internationally. This course counts towards the Liberal Arts and Sciences requirement. 1 credit

SAP 2580 CULTURE, ART AND BUSINESS IN BELGIUM
(formerly SAP 258)
Belgium and the Netherlands, located in northwestern Europe, are known for contributions to society going back to the early Renaissance. This course will explore the culture, art and cuisine of this region. Additionally, the course delves into businesses practices large and small, examines the entrepreneurial spirit, the government and the region’s sense of justice. This course will provide a base and skill set that students can incorporate into their lifetime endeavors in the areas of business, political science, and peace and justice. It is highly recommended for those students traveling internationally to Belgium or the Netherlands. 1 credit

SAP 2600 HISTORY AND CONTEMPORARY LIFE MERGE IN THE LIFE OF MADRID
(formerly SAP 260)
Art is a dynamic expression of world culture. This course will focus on Madrid and the richness of its cultural and artistic legacy. An important focus of this course is local and global civic knowledge and engagement. This course will provide a base and skill set that students can incorporate into their lifetime endeavors and is highly recommended for those students traveling internationally to Spain. 1 credit

SAP 2610 MEDIA ARCHAEOLOGY AND IRELAND
(formerly SAP 261)
This course examines best practices for gathering and visualizing art objects, new media and digital writing, within an interactive map. The students will learn media concepts to consider in an archaeological method, understand prehistoric and Neolithic art and record local visual history. The course will prepare students for the Global Learning Boyne Valley trip through Dundalk Institute of Technology (DkIT) in Ireland. This course maybe applied to the Liberal Arts and Sciences requirement for a degree. 3 credits

SAP 2630 MEDIA ARCHAEOLOGY ROME
(formerly SAP 263)
Media Archaeology Rome is a course that combines both contemporary and classic cultural history with media archaeology, personal narrative and media production. This
course features both theory and production culminating with an interactive digital map, offering students a multidisciplinary approach to documenting historical spaces and personal storytelling. Students will learn through experience and in dynamic groups, the basics of coding, media production and site-specific learning. Media Archaeology Rome requires a trip to Rome during spring break, coordinated through the Office of International Education. This course maybe applied to the Liberal Arts and Sciences requirement for a degree. **3 credits**

---

### SLP - Speech-Language Pathology/Audiology Courses

**SLP 1240 VOICE AND DICTION**  
(formerly SLP 124)  
Development of effective speech by attending to vocal pitch, quality, resonance and range. Dialectic variations in speech production are covered. This course does not satisfy General Education requirements. **3 credits**

**SLP 2700 SOUND AND THE AUDITORY MECHANISM**  
(formerly SLP 270; COM 119; COM 270)  
The anatomy and physiology of the auditory mechanism; theories of hearing, characteristics of sound and their measurement. (Offered Fall) **3 credits**

**SLP 2710 ANATOMY AND PHYSIOLOGY OF THE SPEECH MECHANISM**  
(formerly SLP 271; COM 122; COM 271)  
A study of the anatomical and physiological functions of the systems underlying the production of speech and the processes of swallowing, respiration, phonation, articulation and central and peripheral nervous systems. (Offered Fall) **3 credits**

**SLP 2720 INTRODUCTION TO SPEECH SCIENCE**  
(formerly SLP 272; COM 125; COM 272)  
Introduction to basic concepts, instrumentation and measurement of the physical and physiological aspects of speech with emphasis on acoustic, perceptual and physiological phonetics. Course consists of lectures and laboratory work. Prerequisite: SLP 2710 and SLP 2730. **3 credits**

**SLP 2730 PHONETICS AND VOCAL PATTERNS**  
(formerly SLP 273; COM 220; COM 273)  
The study of the articulatory and acoustic characteristics of phonemes as part of the structure of language with emphasis on IPA phonetic transcription and diacritics. (Offered Spring) **3 credits**

**SLP 2740 DISORDERS OF COMMUNICATION I**  
(formerly SLP 274; COM 224; COM 274)  
*Writing-Intensive Course*  
An introduction to the etiology, diagnosis and treatment of the major functional and organic disorders of communication with a focus on the developmental period/pediatrics. Prerequisite: SLP 2730. (Offered Fall) **3 credits**

**SLP 3700 INTRODUCTION TO AUDIOLOGY**  
(formerly SLP 370; COM 222; COM 370)  
Basic acoustic and perceptual concepts underlying measurement of the auditory system with emphasis on current behavioral-evaluation protocols. Prerequisite: SLP 2700. Fee-$57.00. **3 credits**

**SLP 3710 COMMUNICATION SKILLS OF THE HEARING IMPAIRED**  
(formerly SLP 371; COM 223; COM 371)  
The study of the types of hearing loss and their impact on communication, implications for assessment, education, (re) habilitation and therapy. Fee-$57.00. **3 credits**

**SLP 3720 LANGUAGE ACQUISITION**  
(formerly SLP 372; COM 221; COM 372)  
The course focuses on the normal development of language and the linguistic, social and cognitive aspects contributing to the process of first-language acquisition. Field studies of emerging language required. (Offered Fall) Fee-$57.00. **3 credits**

**SLP 3740 DISORDERS OF COMMUNICATION II**  
(formerly SLP 374; COM 225; COM 374)  
Disorders of language, fluency, voice and speech, as experienced in adult/geriatric and pediatric populations, will be reviewed with respect to diagnosis and treatment. Prerequisite: SLP 2740 or departmental approval. (Offered Spring) **3 credits**

**SLP 3750 EVALUATION AND TREATMENT METHODS IN SPEECH-LANGUAGE PATHOLOGY**  
(formerly SLP 375; COM 228 Methods of Teaching Speech and Language; COM 375)  
This course will involve learning the fundamentals of psycholinguistic assessment and efficacy-based instruction. Prerequisites: SLP 2710, SLP 2740, and SLP 3720. SLP majors only. (Offered Spring) Fee-$155.00. **3 credits**

**SLP 3760 CLINICAL EXPERIENCES WITH THE SPEECH, LANGUAGE AND HEARING IMPAIRED**  
(formerly SLP 376; COM 376)  
This course will provide clinical observation in field placement. Emphasis will be placed on the theoretical framework of clinical practice. Prerequisites: SLP 2710 and SLP 2740. SLP majors only. (Offered Spring) **3 credits**

**SLP 3800 READING, LANGUAGE AND PSYCHOLINGUISTICS**  
(formerly SLP 380; COM 380)  
The study of the neurolinguistic organization of the brain as it relates to reading, the relation between reading and spoken language, psycholinguistic models of reading and the patterns of breakdown that may occur. Prerequisite: SLP 2730. (Offered Fall) **3 credits**
SLP 4400, 4410 INTRODUCTION TO CLINICAL PRACTICE IN SPEECH-LANGUAGE PATHOLOGY I, II
(formerly SLP 440-441; COM 230-231; COM 440-441)
Supervised clinical experience in approaches used to evaluate and to treat individuals who demonstrate disorders of communication. Preparation of clinical records consistent with a variety of clinical settings. In addition to weekly class, students are required to provide regularly scheduled clinical intervention to a variety of individuals. Prerequisite: SLP 2710, 2730, 2740, 3720, 3740, 3750, 3760 or departmental approval. Fee-$155.00 per course. 3, 3 credits

SLP 4420 INTRODUCTION TO CLINICAL INTERVENTION AND INTERPROFESSIONAL COLLABORATION
(formerly SLP 442)
This course will explore the application of theory in communication sciences and disorders both within the CSD professions and within related fields. Focus will be on the scope of practice of speech-language pathologists and audiologists and also on inter-professional collaboration. Students will explore the ways that they can play a role in various disciplines and professions. Observations and videos will be used in conjunction with readings as a basis for class discussion and oral and written assignments. Fee-$155.00 per course. 3 credits

SLP 4430 PROFESSIONAL ISSUES IN COMMUNICATION SCIENCES AND DISORDERS AND RELATED FIELDS
(formerly SLP 443)
This course will examine the professional issues currently influencing human communication and the assessment and treatment of communication disorders. Topics will include speech assistants, ethics, federal law, and cultural diversity. Students will engage in a variety of activities that explore professional issues in speech-language pathology and audiology and related fields. Discussions and written assignments pertaining to films and readings exploring current professional issues will be used to meet course objectives. Fee-$155.00 per course. 3 credits

SLP 4701, 4702, 4703 INDEPENDENT STUDY
Independent study in an area approved by the Chairperson for students with a minimum index of 3.0 majoring in Speech-Language Pathology/Audiology. The student works under the guidance of a faculty member. Faculty member must consent to sponsor student prior to approval by Department Chairperson. (Offered Fall, Spring) 1, 2, 3 credits

SLP 4800 RESEARCH IN SPEECH-LANGUAGE PATHOLOGY/AUDIOLOGY
(formerly SLP 489; COM 489)
Writing-Intensive Course
This course will introduce seniors in the speech-language pathology/audiology major to scientific reasoning and critical thinking skills in speech and hearing sciences. Attention will be given to research methodologies and basic skills for critically evaluating and implementing research. Students will choose a topic and begin a research project to be completed in SLP 4900 Speech-Language Pathology/Audiology Seminar. Prerequisite: Senior status. Fee-$155.00 per course. 3 credits

SLP 4900 SPEECH-LANGUAGE PATHOLOGY/AUDIOLOGY SEMINAR
(formerly SLP 491; COM 491)
Students will engage in research in the field of speech and hearing sciences and complete a project or research paper that was begun in SLP 4800. Prerequisite: SLP 4800. Fee-$155.00 per course. 3 credits

Social Work and Gerontology Studies Courses

GRN GERONTOLOGY
Refer to by subject under GRN courses.

SWK SOCIAL WORK
Refer to by subject under SWK courses.

Sociology and Anthropology Courses

SOC 1010 INTRODUCTORY SOCIOLOGY
(formerly SOC 101)
Survey of sociological concepts in the light of empirical theory and research with emphasis on basic social institutions, social processes and social change. Some sections have a service-learning component. (Recommended as a preliminary for other Sociology courses.) (Offered Fall, Spring) 3 credits

SOC 1210 HUMAN BEGINNINGS THROUGH FILM
(formerly SOC 121)
This course examines who we are and where we come from. The journey from Ardipithecus (about four million years BCE) to ourselves is told through film, group discussions and group reports. Students examine our common African ancestry and the way in which humans acquired total Global Ascendancy. 1 credit

SOC 1520 SOCIOLOGY OF THE FAMILY
(formerly SOC 152; The Family)
Cross-cultural analysis of the family as a basic social institution; the structure and functions of the various family systems; particular emphasis given to the American nuclear family. Some sections have a service-learning component. (Offered Fall, Spring) 3 credits

SOC 1610 INTRODUCTION TO CULTURAL ANTHROPOLOGY
(formerly SOC 161)
An examination of the dawn of humankind and an investigation
of how Stone Age and pre-Stone Age people organized their lives. In addition, students examine genealogical principles and apply them in various ways. (Offered Fall, Spring) 3 credits

**SOC 1660 SOCIAL PSYCHOLOGY**  
(formerly SOC 166)  
A study of the facts and theories dealing with the phenomena of social behavior. The effect of group membership upon individual behavior is stressed. (Offered Fall) 3 credits

**SOC 2030 PEOPLE, PLACES, THINGS**  
(formerly SOC 203; SOC 103)  
An understanding and appreciation of human societies through an analysis of their cultural objects. Class visits to museums are required. 1 credit

**SOC 2110 SOCIAL PROBLEMS**  
(formerly SOC 211; SOC 112)  
Analysis of the causes and meaning of principal societal problems and the underlying conditions that give rise to them. (Offered Spring) 3 credits

**SOC 2220 MEDIA, CULTURE AND SOCIETY**  
(also COM 2220; formerly COM/SOC 222; SOC 122; Mass Communication in Society)  
Using sociological concepts, students will examine both the history of the media and the present concentration of power. Issues such as censorship, focused advertising, political cartoons and civil rights will be discussed. The students will explore both print and visual media as well as the impact of new technology with special emphasis on the Internet. 3 credits

**SOC 2320 SOCIOLOGY OF INEQUALITY**  
(formerly SOC 232; formerly American Class Structure)  
An examination of various theoretical approaches to social stratification. Social classes will be examined in regard to lifestyles, social and political ideology and social mobility. Some sections have a service-learning component. (Offered Spring) 3 credits

**SOC 2350 JUVENILE DELINQUENCY**  
(formerly SOC 235; SOC 135; Crime and Delinquency)  
This course centers on the nature of juvenile delinquency, including a discussion of the major theories and prevalent factors that contribute to an understanding of delinquency. In addition, emphasis is placed on society's reaction to youth crime and violence, and the various institutions and aftercare facilities that serve delinquents. Finally, attention is also placed on various prevention techniques and services. (Offered Fall) 3 credits

**SOC 2360 SOCIAL CHANGE**  
(formerly SOC 236)  
Continuity and change in society. Evaluation of theories of social change; analysis of the factors and determinants of change; problems of planning, inducing and controlling change with application to developed and underdeveloped countries. 3 credits

**SOC 2370 DEViant BEHAVIOR AND SOCIAL CONTROL**  
(also CRJ 2370; formerly CRJ/SOC 237; SOC 137)  
(Offered Fall) 3 credits

**SOC 2380 CRIMINOLoGY**  
(formerly SOC 238; SOC 136)  
This course provides students with a basic understanding of development of the scientific study of crime. Emphasis is on the formation of the philosophies and theoretical orientations to crime causation. Attention is also given to the apprehension, court actions, punishment and treatment techniques related to the adult criminal. Some sections have a service-learning component. (Offered Spring) 3 credits

**SOC 2410 BUSINESS, LABOR AND SOCIETY**  
(formerly SOC 241; Industrial Sociology)  
Focus on power and pervasiveness of large-scale organization. Attention will be given to specific concepts of power, authority, socialization, role behavior and alienation. (Offered upon request) 3 credits

**SOC 2450 CITIES AND SUBURBS**  
(formerly SOC 245)  
Development of the pre-industrial city; characteristics of urban life in the United States; the city in change; the suburban sprawl; urban problems; special emphasis on the New York metropolitan area. 3 credits

**SOC 2510 GLOBAL COMMUNITY**  
(formerly SOC 251; SOC 151)  
An analysis of the impact of population growth, food utilization and conflict of the social and natural environments. A look at the future of the human species. 3 credits

**SOC 2530 AGING IN SOCIETY**  
(also GRN 2530; formerly GRN/SOC 253; SOC 153 Sociology of Aging)  
Course will focus on the aged and the process of aging within a social context; efforts will center on the examination of the social definition of aging, who constitutes the elderly, the role of the aged in contemporary society and the consequences of this role in regard to behavior. (Offered Fall) 3 credits

**SOC 2540 ANCIENT WORlds**  
(also HIS 2540; formerly HIS/SOC 254; HIS/SOC 154)  
An analysis of the Mesolithic and Neolithic stages of human development and the rise of early civilization in the Old and New Worlds. (Ancient Mexico, Peru, Middle East, South Asia) 3 credits

**SOC 2560 INTRODUCTION TO ARCHAEOLOGy**  
(formerly SOC 256; SOC 156)  
A study of how archaeologists find, excavate, analyze and date the human lifestyles of the past. An analysis of the growth of human culture during the Paleolithic period in Africa, Asia, and Europe. 3 credits
SOC 2580 NATIVE AMERICANS
(formerly SOC 258; SOC 158)
An analysis of the development and distribution of the North and South American Indian cultures, from their beginnings to the present day. **3 credits**

SOC 2620 DEATH, DYING AND BEREAVEMENT
(also GRN 2620, PSY 2620; formerly GRN/PSY/SOC 262; Death, Dying and Bereavement)
A critical analysis of the physical, psychological and socio-cultural phenomena that influence life expectancy, causes of death, the dying process, and attitudes and beliefs about death and the afterlife. Disposal ceremonies and rituals as well as bereavement issues are studied across cultures. Student will become acquainted with issues of loss experiences, fear of death, understanding reactions to death, suicide, grieving throughout the life cycle and current practices and trends on the care and treatment of life-threatening illnesses. **3 credits**

SOC 2660 BIRTH OF THE GODS: IDEAS, IMAGES AND ICONS
(formerly SOC 266; Birth of Gods)
Examining myth and folklore from a variety of cultures, students will explore characters such as Raven, Coyote, Anansi and other tricksters and heroes. Students will study the role of music, drugs, art and ritual as related to mythic traditions. Creation stories will provide a framework for looking at myth and ritual, the birth of the gods, the creation of man and the issues of evil. The course will look at the place of women as both protagonists and creators of legends and tales. **3 credits**

SOC 2680 SOCIOLOGY OF DISABILITIES
(formerly SOC 268)
An examination of disability from a variety of sociological perspectives, including functionalist, multicultural, deviance, labeling, life course, social problems and conflict. Films and guest lecturers will be employed to acquaint students with experimental aspects of disability. (Offered Spring) **3 credits**

SOC 2710 SOCIOLOGY OF HEALTHCARE
(formerly SOC 271; Medical Sociology)
This class examines major issues of healthcare in the U.S. and other cultures. We will study such subjects as: illness as a social construct, the social structure of health services, medical-model and sociological model, doctor-patient relationship, the medical profession and ethical subject matter. **3 credits**

SOC 2720 SOCIOLOGY OF EDUCATION
(formerly SOC 272; SOC 172)
Will apply major concepts and theories of Sociology to the institution of education. Special emphasis on the relationship between family socialization and school socialization. (Offered upon request) **3 credits**

SOC 2830 LAW AND SOCIETY
(also CRJ 2830; formerly CRJ/SOC 283; SOC 183)
(Offered Spring) **3 credits**

SOC 2900H (HONORS) SOCIOLOGICAL IMAGINATION
(formerly SOC 225H; SOC325H)
A study of the sociological tradition from its origins and development as an empirical science. The sociological imagination will be used to examine major scientific and cultural innovations and to analyze the process of social change. Honors students only. (Offered Fall) **3 credits**

SOC 3000 BASICS OF SOCIAL AND BEHAVIORAL RESEARCH METHODS
(also PSY 3000; formerly PSY 311, PSY 211, SOC 300; formerly Introduction to Experimental Design; also formerly Research Methods)
Introduction to research methods in the social/behavioral sciences. The course will cover reading and critiquing original research articles and methods of research design from sociology, criminal justice, psychology and child life studies. Qualitative and quantitative research designs – experiments, survey research, interview/focus groups and evidence-based practice designs will be explored. Students will gain exposure through in-class assignments and will conduct data analysis using SPSS and Excel. Not open to Psychology Majors who will take PSY 3110 or PSY 3120. Fee - $78.00. **3 credits**

SOC 3010 SOCIAL THEORY I-FOUNDATIONS
(formerly SOC 301; SOC 201)
A study of the development of Sociological theory with special emphasis on the social and intellectual framework influencing its development. (Offered Fall) **3 credits**

SOC 3020 SOCIAL THEORY II-CONTEMPORARY
(formerly SOC 302; SOC 202)
A survey of major schools of thought from early 20th century to the present relative to development of the science of Sociology. (Offered Spring) **3 credits**

SOC 3310 RACE AND ETHNIC RELATIONS
(formerly SOC 331; SOC 131 and 231)
Writing-intensive Course
This course examines the major social issues surrounding race and ethnic relations in America. Special emphasis is placed on the causes and consequences of prejudice and discrimination. Racism, broadly defined, is analyzed in both the historical and contemporary contexts. Future prospects are discussed. (Offered Fall, Spring) **3 credits**

SOC 3330 ALCOHOLISM AND DRUG ABUSE
(formerly SOC 333; SOC 133 and 233)
Examination of the disease concept of alcoholism and drug addiction with emphasis placed on its effects on the family, the community and the work place. Methods of treatment, self-help organizations and special populations such as women and adolescents will be studied. (Offered Spring) **3 credits**

SOC 3500 SOCIAL ROLES OF WOMEN AND MEN
(formerly SOC 350; SOC 125 and 225; Sociology of Women)
Examination of men’s and women’s roles in contemporary society with regard to roots of sex roles in culture, the influence
of the mass media and the educational system in reinforcing self concept, and an examination of present and future alternatives. (Offered Fall) 3 credits

SOC 3540 HUMAN ORIGINS
(also BIO 3540; formerly BIO/SOC 354; BIO/SOC 252; SOC 157; SOC 257)
An analysis of the evolution and distribution of the human species. A study of human adaptation and variation through time. 3 credits

SOC 3600 SUSTAINABLE COMMUNITIES
(formerly SOC 360)
Review of the basic principles of smart growth and how they are or are not being implemented on Long Island and around the nation. Learning covers the process by which planning decisions are made, how they affect communities and what the common obstacles are to sustainable growth. Included are social justice issues relating to the lack of affordable housing, the brain drain, classism and suburban sprawl. 3 credits

SOC 3700 AFRICAN, ASIAN AND LATINO EXPERIENCES IN AMERICAN SOCIETY
(formerly SOC 370)
This course examines the experiences of the African, Asian, and Latino peoples in American society. Although there will be some discussion of socio-historical factors and realities, the primary focus will be on the modern era. History, culture, values, timing, discrimination, socio-economic realities and movements for social change and social justice all will be discussed. 3 credits

SOC 3800 SERVICE LEARNING IMMERSION I
(formerly SOC 380; SOC 280)
Forty hours of field experience in service to the community, plus an informal seminar in which students and the professor share their field experiences and resultant insights with one another. Prerequisite: Six credits of Sociology coursework, or approval of the Department Chairperson 3 credits

SOC 3810 SERVICE LEARNING IMMERSION II
(formerly SOC 381)
Forty hours of field experience in service to the community, plus an informal seminar in which students and the professor share their field experiences and resultant insights with one another. Prerequisite: Six credits of Sociology coursework, or approval of the Department Chairperson 3 credits

SOC 3950 INTRODUCTION TO COMPUTING WITH SPSS
(formerly SOC 395)
Basic introduction to the statistical package for the social sciences. Emphasis will be placed on usage of SPSS for descriptive statistics and simple bivariate analysis. Corequisite: SOC 3000 required for majors. SOC 3950 is recommended to be taken in conjunction with SOC 3000. (Offered Spring & Fall) 1 credit

SOC 4000 ADVANCED RESEARCH METHODS IN SOCIOLOGY
(formerly SOC 400)

Writing-Intensive Course
The course will have as its focus the detailed examination of the role of research in Sociology. Elements of the scientific method as applied to the study of human group life, and the relationship between Sociological theory and research will be examined. Attention will be given to the problem of conceptualization, the formulation of hypotheses, designs of proof, specific data collection procedures and the techniques and procedures for coding, entering, ordering, analyzing and presenting data. Students will conduct an original research project. The course will include the use of SPSS. (Offered Spring) 3 credits

SOC 4220 APPLIED SOCIOLOGICAL RESEARCH METHODS
(formerly SOC 422; SOC 222; SOC 322)
Introduction to the research skills and theory application necessary to address the problem-solving concerns of human service, institutional, business and government organizations. The course provides firsthand experience in designing, constructing, managing and analyzing data used routinely in the major areas of applied Sociology, such as focus group research, needs assessment, program evaluation and market research. Corequisite: SOC 4300. Fee-$47.00. 3 credits

SOC 4300 ADVANCED COMPUTER STATISTICAL ANALYSIS AND REPORT WRITING
(formerly SOC 497; SOC 297; SOC 397)
Introduction to the computer skills and statistical procedures necessary to code and enter data, and analyze and present research results obtained from the applied research process. The course will provide exposure to on-line sources of data, advanced statistical procedures using SPSS, as well as graph and table construction. Corequisite: SOC 4220. 3 credits

SOC 4600 INTERNSHIP
(formerly SOC 460; SOC 120)
This course provides an opportunity for a semester-long field placement that will allow the student to have professional experience in the areas of social service or research. The student is expected to attend 100 hours at the internship site as well as at least four meetings with the professor. (Offered Spring) 3 credits

SOC 4701, 4702, 4703 INDEPENDENT STUDY
Research project or paper in a selected area of Sociology. Prerequisites: “B” average and approval of Chairperson. (Offered upon request) 1, 2, 3 credits

SOC 4711, 4712, 4713 READINGS IN SOCIOLOGY AND ANTHROPOLOGY
Selected readings in an area of Sociology or Anthropology. The area may be either author concentration or a selected topic. Recommended for students with previous Sociology and/or Anthropology courses. As the selection of readings will differ in different semesters, a student may register for a maximum of three selected topics for a total of 3 credits. (Offered upon request) 1, 1, 1 credit
Spanish Courses

FIRST SEMESTER BEGINNER SPANISH COURSES:
- SPA 1010 Beginning Spanish I
- SPA 1030 Beginning Spanish for the Healthcare Professional I
- SPA 1050 Beginning Spanish for Social Services I

SECOND SEMESTER BEGINNER SPANISH COURSES:
- SPA 1020 Beginning Spanish II
- SPA 1040 Beginning Spanish for the Healthcare Professional II
- SPA 1060 Beginning Spanish for Social Services II

SPA 1010 BEGINNING SPANISH I
(formerly SPA 101)
This is an introductory course that focuses on the development of communicative proficiency in the Spanish language. This course affords students the opportunity to practice speaking, listening, reading and writing skills in Spanish, as well as to gain knowledge and understanding of the culture. Particular emphasis is placed on the systematic mastery of vocabulary and communicative competency in Spanish. Students practice speaking, listening, reading and writing skills in Spanish, as well as gain knowledge and understanding of the culture. SPA 1010 is intended for students with little or no previous experience in the language. (Offered Fall, Spring) Fee-$42.00. 3 credits

SPA 1020 BEGINNING SPANISH II
(formerly SPA 102)
This course focuses on continuing to develop basic communicative competency in Spanish. Students practice speaking, listening, reading and writing skills in Spanish, as well as gain knowledge and understanding of the culture. Particular emphasis is placed on the systematic mastery of vocabulary and conversational skills. SPA 1020 is intended for students who have taken SPA 10101 or 3 or more years of Spanish at the secondary level. (Offered Fall, Spring) Fee-$42.00. 3 credits

SPA 1030 BEGINNING SPANISH FOR THE HEALTHCARE PROFESSIONS I
(formerly SPA 103)
This is an introductory course that focuses on the development of communicative proficiency in the Spanish language. This course affords students the opportunity to practice speaking, listening, reading and writing skills in Spanish, as well as to gain knowledge and understanding of the culture. Particular emphasis is placed on the systematic mastery of vocabulary, and conversational skills for healthcare professionals. SPA 1030 is intended for students with little or no previous experience in the language. (Offered Fall, Spring) Fee-$42.00. 3 credits

SPA 1040 BEGINNING SPANISH FOR THE HEALTHCARE PROFESSIONS II
(formerly SPA 104)
This course focuses on continuing to develop basic communicative competency in Spanish. Students practice speaking, listening, reading and writing skills in Spanish, as well as gain knowledge and understanding of the culture. Particular emphasis is placed on the systematic mastery of vocabulary and conversational skills. SPA 1040 is intended for students who have taken SPA 1010 or 1030 or 3+ years of Spanish at the secondary level. (Offered Fall, Spring) Fee-$42.00. 3 credits

SPA 1050 BEGINNING SPANISH FOR SOCIAL SERVICES I
(formerly SPA 105)
This is an introductory course designed for students in the social services professions who seek basic conversational skills in Spanish. It affords students the opportunity to practice speaking, listening, reading and writing skills in Spanish, as well as gain knowledge and understanding of the culture in a wide variety of practical contexts. Students will be presented with everyday situations that pre-professionals and professionals may encounter when dealing with Spanish-speaking clients, patients, and personnel in the U.S. at work settings such as hospitals, schools and social service offices. Particular emphasis is placed on the systematic mastery of practical vocabulary for on-the-job situations and the application of grammatical structures in conversational situations. SPA 1050 is intended for students with little or no previous experience in the language. (Offered Fall, Spring) Fee-$42.00. 3 credits

SPA 1060 BEGINNING SPANISH FOR SOCIAL SERVICES II
(formerly SPA 106)
This course focuses on continuing to develop basic communicative competency for students in the social services professions who seek basic conversational skills in Spanish. It affords students the opportunity to practice speaking, listening, reading and writing skills in Spanish, as well as gain knowledge and understanding of the culture. Particular emphasis is placed on the systematic mastery of vocabulary for on-the-job situations and conversational skills. SPA 1060 is intended for students who have taken SPA 1010 or 1050 or 3+ years of Spanish at the secondary level. (Offered Fall, Spring) Fee-$42.00. 3 credits

SPA 1180 BEGINNER CONVERSATION SKILLS
(formerly SPA 118)
This beginner level course affords the students the opportunity to practice and improve their oral communicative skills in Spanish. Through oral practice of basic Spanish speech patterns and pronunciation, students will learn to speak clearly, accurately and effectively and gain confidence in their oral expression. It is not intended for Heritage students. Prerequisite: Chairperson's approval. 1 credit

SPA 1190 BEGINNER WRITING SKILLS
(formerly SPA 119)
This course is a beginner level class that provides the students
with the basic structures and constructions to further develop their communicative writing skills. Students will have the opportunity to practice through short compositions, including letters, descriptions and narrations. This course includes the review of Spanish common mistakes and the grammatical structures that interfere with the writing process. Prerequisite: Chairperson’s approval. 1 credit

**SPA 2010 BEGINNING SPANISH III**  
(Formerly SPA 201; Intermediate Spanish; SPA 135; Spanish for Communication)  
This course is designed to reinforce and expand the necessary skills acquired in previous beginning courses and to achieve the next step towards communicative proficiency. Emphasis is placed on the study of more advanced grammatical structures, vocabulary and idiomatic expressions. Students will read a variety of high interest texts as well as experience videos, music, news broadcasts, etc., that provide models for discussion and writing, and that are a means for understanding the contemporary culture of Latin America and Spain. The Department strongly recommends that students take SPA 2150 or 2160 concurrently with this course. Recommended prerequisite: SPA 1020 (or 1040 or 1060) or equivalent. (Offered Fall, Spring) Fee-$42.00. 3 credits

**SPA 2090 SPANISH FOR HERITAGE STUDENTS**  
(Formerly SPA 209; Spanish for Spanish Speakers; SPA 309)  
Designed for students who speak Spanish at home but have been educated primarily in English, this course enhances oral and written expression as well as reading comprehension. It includes extensive practice with the conventions of written Spanish and many activities designed to expand vocabulary. Course materials include literary and journalistic readings, films and videos selected to provide an understanding of the Spanish-speaking community in the United States, Latin America and Spain. This class is accepted in lieu of SPA 210 and 2150 for the Spanish major. (Offered Fall, Spring) 3 credits

**SPA 2150, 2160 INTERMEDIATE SPANISH CONVERSATION I, II**  
(Formerly SPA 215, 216; 151, 152, 153; formerly Spanish Conversation I, II)  
These courses are designed to reinforce oral expression and comprehension. Spoken Spanish is stressed by a review of grammar and idiomatic strategies for self-expression and the expression of ideas on topics of current interest and cultural significance in the Spanish-speaking world. Materials used include journalistic texts, films, videos, audiotapecs, songs and short stories. The Department strongly recommends that students take SPA 2160 concurrently with this course. The Department may change placement into a language course based upon individual previous language experience. Recommended prerequisite for 2150: SPA 1020 (1040, 1060) or equivalent. Prerequisite for 2160: SPA 2150. (Offered Fall, Spring) Fee-$42.00 per course. 3, 3 credits

**SPA 2180 INTERMEDIATE CONVERSATION SKILLS**  
(Formerly SPA 218)  
This intermediate level course affords the students the opportunity to further advance their conversation skills in Spanish. Students will develop the ability to speak effectively and will become familiar with idioms and expressions that are used in real life situations and gain more confidence in their oral expression through basic role-play and other conversational activities. It is not intended for Heritage students. Prerequisite: Chairperson’s approval. 1 credit

**SPA 2190 INTERMEDIATE WRITING SKILLS**  
(Formerly SPA 219)  
This course is an intermediate level class that provides the students with the writing techniques to further develop their communicative writing skills. This hands-on course includes the review of Spanish punctuation and spelling rules and the fundamental grammatical structures that interfere with the writing process. Students will have the opportunity to practice different writing genres. Prerequisite: Chairperson’s approval. 1 credit

**SPA 2200 INTERMEDIATE SPANISH**  
(Formerly SPA 220)  
This course is designed for students who have successfully completed the Spanish beginning levels. The main goal of this intermediate level course is to consolidate and develop the written and oral skills acquired at the introductory level and to prepare students for higher-level Spanish courses. This course will review and strengthen students’ vocabulary and the understanding and use of major concepts of Spanish grammar. Language will be presented in cultural contexts and through authentic audios, videos and written texts. In addition, students will learn and practice the general guidelines of how to write a composition, including organization and structure, coherence, sentence structure, word choice and accentuation. Prerequisite: SPA 210 or SPA 2150 or Chairperson’s approval. Fee-$42.00. 3 credits

**SPA 2240 INTERMEDIATE SPANISH FOR THE HEALTHCARE PROFESSIONS**  
(Formerly SPA 224; Intermediate Spanish for Health Sciences)  
While reviewing, practicing and building upon previously learned vocabulary and basic grammatical concepts in Spanish, this course aims at strengthening the students’ knowledge of the language to further develop communicative competency in the healthcare field at the intermediate level. Students will hone their conversational skills through role-playing exercises and real-life scenarios. Additionally, they will have the opportunity to read and listen to a variety of texts related to healthcare. Cultural topics related to health issues in the Hispanic community will be discussed in the courses as well. Prerequisite: SPA 1040 (or 1020/1060) or Chairperson’s approval. Fee-$42.00. 3 credits

**SPA 2500 LATINO CULTURE IN THE UNITED STATES**  
(Formerly SPA 250)  
This course will examine the cultural production of representative works by U.S. Latino writers, visual artists and filmmakers, focusing on the social and historical construction of Latino identity. Readings of theoretical works that explore issues of immigration, gender, race and ethnicity will serve as basis for the methodological approach that will guide the analysis of the various cultural texts. This course will be of great interest for Nursing, Social Work, Sociology, Education, Psychology, Communication and Criminal Justice majors as
an elective. This course does not fulfill the foreign language general education requirement. This course is taught in English. 3 credits

**SPA 3050 GRAMMAR FOR COMMUNICATION**
(formerly SPA 305)

While this course will provide the students with an in-depth examination of Spanish grammar topics, the goal is to achieve a high intermediate competence and performance through the development of an active command of Spanish in the four linguistic skills: speaking, listening, reading and writing. This course also aims to integrate an interconnected approach to language learning in a global context through five goal areas: communication, cultures, comparisons, communities. Prerequisite: SPA 2200 or Chairperson's approval. 3 credits

**SPA 3070 INTRODUCTION TO THE ANALYSIS OF SPANISH LITERARY TEXTS**
(formerly SPA 307; SPA 171, 301 Introduction to Spanish and Latin American Literature; formerly Reading in Spanish; formerly Introduction to the Analysis of Spanish Literary and Cultural Texts)

This course is designed to introduce intermediate students of Spanish to the critical analysis of literary texts. Firstly, students will learn reading skills and textual comprehension. Secondly, the course will focus on the acquisition and application of techniques of textual analysis. A practical approach through the analysis of a range of texts of the four basic genres: narrative, drama, poetry and essay will develop students' abilities to study literary texts from a stylistic and critical point of view. Prerequisite: SPA 2200 or Chairperson's approval. 3 credits

**SPA 3100 ADVANCED CONVERSATION SKILLS**
(formerly SPA 310; Conversation Skills)

This course affords the advanced students the opportunity to develop and further advance their conversation skills in Spanish in formal and informal settings and styles. Students will have the opportunity of practicing the style of conversation that would be appropriate within a particular context. Speaking activities include interviews, discussions, debates and complex role-play situations. Prerequisite: Chairperson's approval. 1 credit

**SPA 3110 ADVANCED WRITING SKILLS**
(formerly SPA 311; Writing Skills)

This course provides advanced students with the writing techniques to enhance and further develop confidence using written Spanish as a vehicle for expression. This hands-on course includes a review of complex structures in Spanish through lexical and grammatical workshops focused on improving the accuracy of the written communication. Students will have the opportunity of practicing different writing genres, subgenres and styles. Prerequisite: Chairperson's approval. 1 credit

**SPA 3120 HISPANIC WORLD THROUGH LITERATURE, ART, AND POPULAR CULTURE**
(formerly SPA 312; SPA 320)

This is an interdisciplinary course that explores different aspects of the Hispanic contemporary culture. Its aim is to introduce the student to different cultural manifestations such as music, art, film, food and daily life through different Spanish and Latin American contemporary literary readings. This course is intended for the high-intermediate student of Spanish. Prerequisite: SPA 2010 or Chairperson's approval. 3 credits

**SPA 3130 CULTURES OF SPAIN**
(formerly SPA 313; SPA 143, 205 Hispanic Civilization I; formerly Culture and Civilization of Spain)

This course offers the student an introduction to the cultures of Spain from a variety of perspectives: its history, geography, society, arts, economy, popular culture, folklore, political and value systems, its role as a member of the European Union and, in a larger scope, its place in the global community. The course is an exploration of Spain that goes back in time in order to study its cultural origins and historical evolution and to analyze the factors that have made what Spain is today: a pluralistic, multicultural, and multilingual nation. Prerequisite: SPA 3070 or Chairperson's approval. 3 credits

**SPA 3140 CULTURES OF LATIN AMERICA**
(formerly SPA 314; SPA 144, 206 Hispanic Civilization II; formerly Culture and Civilization of Latin America)

This course offers the student an introduction to the cultures of Latin America from a variety of perspectives: its history, geography, society, arts, economy, popular culture, folklore, political and value systems, and, in a larger scope, its place in the global community. The course is an exploration of Latin America that goes back in time to study its cultural origins and historical evolution and to analyze the factors that have made Latin America what it is today: a pluralistic, multicultural and multilingual group of nations. Prerequisite: SPA 3070 or Chairperson's approval. 3 credits

**SPA 3150 CULTURAL COMPETENCE IN THE HEALTHCARE ENVIRONMENT**
(formerly SPA 315)

This course is designed for students who want to improve their knowledge of the Hispanic world through cultural topics related to the Spanish healthcare environment. The course is divided in three different sections providing students with an overview of different topics, such as family, religion, race, language, superstition and ethical concerns, among others. Students will have the opportunity to learn, examine and discuss these social and cultural factors present in the Spanish-speaking community. The main goal of this course is to acquire and develop a cultural and intercultural competence necessary in the medical work setting. Prerequisite: SPA 3240. 3 credits

**SPA 3240 ADVANCED SPANISH FOR THE HEALTHCARE PROFESSIONS**
(formerly SPA 324; formerly Advanced Spanish for the Health Sciences)

This course is designed to further develop an advanced proficiency and increase the ability to communicate accurately in Spanish within the medical context. A task-based approach will allow the students to acquire and practice more sophisticated vocabulary related to health care and to use more complex linguistic structures. Discussions about health issues in the Hispanic culture will also be an important component of this course. Prerequisite: SPA 2240 or Chairperson's approval. 3 credits
SPA 3290 POST-FRANCO SPAIN  
(also HIS 3290; formerly HIS/SPA 329; SPA 429)  
This course examines post-totalitarian Spanish Literature, Arts and Popular Culture made possible by the political transition to democracy. This course focuses on how after 1975 Spaniards began to explore and question their cultural and historical identity. This course meets the History General Education requirement. Prerequisite: SPA 3070 or Chairperson’s approval.  
3 credits

SPA 3300 STUDY ABROAD: SPANISH GRAMMAR AND COMPOSITION I  
(formerly SPA 330)  
A Study Abroad course in Spanish to develop communication skills by building grammar, reading and writing skills.  
3 credits

SPA 3310 STUDY ABROAD: SPANISH CONVERSATION AND CULTURE I  
(formerly SPA 331)  
A Study Abroad course in Spanish to further develop communications skills through speaking and listening, while exploring the Spanish culture.  
3 credits

SPA 3350 STUDY ABROAD: SPANISH GRAMMAR AND COMPOSITION II  
(formerly SPA 335)  
A continuation of study at a more advanced level than SPA 3300, this Study Abroad course in Spanish further develops communication skills by building grammar, reading and writing skills.  
3 credits

SPA 3360 STUDY ABROAD: SPANISH CONVERSATION AND CULTURE II  
(formerly SPA 336)  
A continuation of study at a more advanced level than SPA 3310, this Study Abroad course in Spanish further develops communications skills through speaking and listening, while exploring the Spanish culture.  
3 credits

SPA 3370 STUDY ABROAD: SPANISH GRAMMAR AND COMPOSITION III  
(formerly SPA 337)  
A continuation of study at the most advanced level for students who have completed SPA 3350, this Study Abroad course in Spanish further develops communication skills by building grammar, reading and writing skills.  
3 credits

SPA 3380 STUDY ABROAD: SPANISH CONVERSATION AND CULTURE III  
(formerly SPA 338)  
A continuation of study at the most advanced level for students who have completed SPA 3360, this Study Abroad course in Spanish further develops communications skills through speaking and listening, while exploring the Spanish culture.  
3 credits

SPA 3410 ADVANCED SPANISH GRAMMAR AND COMPOSITION  
(formerly SPA 341; SPA 405)  
Writing-intensive Course  
This writing-intensive course offers an advanced study of complex aspects of Spanish grammar, focused on morphology and syntax. Students will analyze morphological and syntactical structures using texts and readings and will practice grammar rules through written exercises and compositions. By the end of the semesters, students will see their Spanish skills reinforced, especially those related to their writing style. Prerequisite: SPA 3050 or Chairperson’s approval.  
3 credits

SPA 3500 THE HISPANIC WORLD THROUGH FILM  
(also COM/HIS 3500; formerly SPA/COM/HIS 427)  
This course provides an introduction to the cinema of Latin America and Spain. Its main focus is the exploration of the Hispanic culture, history, society and political issues as represented in different films from Mexico, Cuba, Argentina, Spain, among other Hispanic countries. This course includes selected readings on film theory and representation of gender, race and class, as well as on Latin American and Spanish history and culture. Prerequisite: SPA 3070 or Chairperson’s approval.  
3 credits

SPA 3510 IBERIAN LITERATURE SURVEY  
(formerly SPA 351; Spanish Literature From the Middle Ages to Contemporary Literature; Hispanic Literature from the Nineteenth Century to the Twenty-First Century)  
This course is a multi-genre introduction to literary analysis with readings, discussions, and writing assignments related to the Hispanic literatures. This course will provide students with the necessary tools for literary appreciation and interpretation in the field of Hispanic literary studies. Students will become familiar with the technical vocabulary of literary criticism and will gain understanding of the artistic, cultural, and political implications of literature in Spain. Discussions on the different periods, movements, and literary currents will complement the understanding of the texts. Prerequisite: SPA 3070 or Chairperson’s approval.  
3 credits

SPA 3520 LATIN AMERICAN LITERATURE SURVEY  
(formerly SPA 352; Latin American Literature From the Pre-Columbian Era to the Twenty-First Century; Hispanic Literature From the Nineteenth Century to the Twenty-First Century)  
This course is a multi-genre introduction to literary analysis with readings, discussions, and writing assignments related to the Hispanic literatures. This course will provide students with the necessary tools for literary appreciation and interpretation in the field of Hispanic literary studies. Students will become familiar with the technical vocabulary of literary criticism and will gain understanding of the artistic, cultural, and political implications of literature in the Spanish-speaking countries of Latin America. Discussions on the different periods, movements and literary currents will complement the understanding of reading and interpreting the texts from the pre-Columbian era to contemporary literature. Prerequisites: SPA 3070 or Chairperson’s approval. (Offered Fall)  
3 credits
SPA 3530 LATIN AMERICAN SHORT STORY
(formerly SPA 353)
This course will offer an overview of the Latin American short story, from its origins in the late 19th century to our days. Attention will be given to the themes, as well as the literary and cultural contexts that have informed literary trends such as costumbrism, realism, magic realism and the fantastic. A selection of readings on literary theory will guide our analysis of specific aspects of the genre. Prerequisite: SPA 3070 or Chairperson's approval. (Offered Summer) 3 credits

SPA 3700 LATIN AMERICAN AND SPANISH LITERATURE IN TRANSLATION
(formerly SPA 370)
This course offers students the opportunity to read and study the literary works of worldwide renowned Latin American and Spanish authors that, due to the language barrier, they would have never encountered: from Cervantes and Garcia Lorca to Jorge Luis Borges and Garcia Marquez, among many others. This course does not fulfill the foreign language requirement. 3 credits

SPA 3810 SPANISH LINGUISTICS
(formerly SPA 381)
This course provides an introduction to the fundamentals of Spanish linguistics. Students will be introduced to the basic theoretical concepts of phonology, morphology, syntax and semantics, and how these different areas interact in Spanish. The course will focus on different methods of language analysis and will bring up the main points of contrast with English. Prerequisite: SPA 3410 or Chairperson's approval. 3 credits

SPA 4090 TRANSLATION
(formerly SPA 409)
This course is intended as an introduction to translation from English into Spanish and vice versa for students that already have considerable linguistic resources in both languages. Even though this is mainly a practical and hands-on course, it also involves discussion of issues related to Linguistics and Translation Theory that directly concern specific problems encountered in the translating process. The student will develop translation skills and strategies by being exposed to different types of authentic texts: journalistic, scientific, technological, literary, commercial and cinematic. In order to further improve the student's reading and writing skills, in both the Source Language and the Target Language, the course will also focus on grammatical and stylistic issues, as well as on textual analysis. Prerequisite: SPA 3070 or Chairperson's approval. 3 credits

SPA 4210 HISPANIC THEATRE
(formerly SPA 421)
This course offers a study of a varied selection of Hispanic plays from the Middle Ages to the present day. The focus of this study is placed in the historical and cultural context of the texts and their performances. Students will be introduced to the theoretical and analytical aspects of theatre, as well as performance. Prerequisite: SPA 3070 or Chairperson's approval. 3 credits

SPA 4240 CULTURE AND MEDICINE IN LATIN AMERICA
(formerly SPA 424)
In this course students will discuss historical and contemporary medical discoveries, study health system regulations and ethics, discuss traditional medical techniques and concepts of medical care, and examine popular beliefs applied to medicine in Hispanic societies. The course will be conducted solely in Spanish, as it will enable students to acquire greater linguistic proficiency and cultural competence in the medical context through classroom discussions and reading comprehension exercises. Language learning in this course will focus on practicing more advanced communication skills, using medical vocabulary with accuracy and reviewing intermediate to advanced grammatical structures. Prerequisite: SPA 3240 or Chairperson's approval. 3 credits

SPA 4250 HISPANIC WOMEN WRITERS
(formerly SPA 425; SPA 256)
This course explores the literary works of a wide variety of Hispanic women writers from the seventeenth century to the present. Throughout the history of Hispanic literature, women writers have been creating spaces of power in their texts in a very original way. The course will study these spaces in relation to gender, class and race representation in different political and historical periods. Readings will include different genres: poetry, novels, short stories, dramas and essays. Prerequisite: SPA 3070 or Chairperson's approval. 3 credits

SPA 4600, 4610 LANGUAGE INTERNSHIP I, II
(formerly SPA 461, 462; 261)
This course offers students the opportunity to put into practice and to further develop their Spanish language skills and cultural competence while being involved in selected professional, cultural and/or business organizations in the community. The course provides supervised fieldwork of 100 hours and at least four regular meeting with the faculty sponsor. Prerequisite: Chairperson’s approval. 3, 3 credits

SPA 4701, 4702, 4703 INDEPENDENT STUDY
Independent study is offered in a selected area of interest with Chairperson approval. The student works under the guidance of a faculty member, who must consent to sponsor student prior to approval by the Chairperson. 1, 2, 3 credits

SPA 4900 RESEARCH IN HISPANIC LANGUAGES AND CULTURES - SEMINAR I
(formerly SPA 490)
This course provides students with the research tools and methodology in qualitative analysis, historical analysis and textual-based methodologies to conduct a research project. Students will choose a topic in the field of Latin American and Spanish literature, history and culture, or language, and will begin the research process. The project will be completed in SPA 4910. Limited to senior Spanish majors. Prerequisite: Chairperson’s Approval. (Offered Fall) 1 credit

SPA 4910 HISPANIC LANGUAGES AND CULTURES - SEMINAR II
(formerly SPA 491; SPA 281; Spanish Seminar)
Writing-Intensive Course
This is a capstone course that serves as a culmination of the students’ experiences in the study of the Spanish language and Hispanic cultures and literatures. Students will continue and complete the research project they started in SPA 490. The research paper has to be reflective of the methodology, documentation and organization discussed in this and in the previous course. Students are required to participate in weekly presentations, group discussions and readings. Limited to senior Spanish majors. Prerequisite: SPA 4900. (Offered Spring) 3 credits

STA 0910 FIRST YEAR SUCCESS GROUP SEMINAR II
(formerly STA 091)
This course is a continuation of STA 090 (Freshmen Success Group Seminar I). Students enrolled in this course will continue to receive extensive support and guidance through the St. Thomas Aquinas Program. Topics may vary but often include career and major exploration, personal degree progression planning, resume building, financial aid and scholarships, and an in-depth view of campus services and opportunities. All first year students enrolled in the St. Thomas Aquinas Program must successfully complete this course. This course is only open to students enrolled in The St. Thomas Aquinas Program. Pass/Fail. (Zero credit hours equivalent.) 0 credit

STA 0910T FIRST YEAR SUCCESS GROUP SEMINAR II
This course is a continuation of STA 090 (Freshmen Success Group Seminar I). Students enrolled in this course will continue to receive extensive support and guidance through the St. Thomas Aquinas Program. Topics may vary but often include career and major exploration, personal degree progression planning, resume building, financial aid and scholarships, and an in-depth view of campus services and opportunities. All first year students enrolled in the St. Thomas Aquinas Program must successfully complete this course. This course is only open to students enrolled in The TRiO Program. Pass/Fail. (Zero credit hours equivalent.) 0 credit

SWK - Social Work Courses

SWK 1660 ART THERAPEUTIC TECHNIQUES
(also ART/GRN/PSY 1660; formerly ART/GRN/PSY/SWK 166) 1 credit

SWK 2000 INTRODUCTION TO PROFESSIONAL SOCIAL WORK PRACTICE
(formerly SWK 200; discontinued SWK 240)
Introduction to Professional Social Work Practice is required for students entering the BSW program in social work – a profession designed to promote human and community well-being. It provides an overview of (1) the profession of social work and (2) the competencies, with emphasis on the cognitive and affective skills necessary to become a professional in this field. As such, students will explore practice levels, fields of practice, expectations for professional writing and for growing in the professional “use of self” (self-awareness, empathy, critical thinking and dispositions for practice). The core values of service, social justice, dignity and worth of a person, importance of human relationships, integrity and competence will be presented as a foundation for understanding the profession’s mission and purpose. 3 credits

SWK 2100 CAREERS IN SOCIAL WORK
(formerly SWK 210)
An overview of the professional of social work designed for students considering social work as a career. The core values of
service, social justice, dignity and worth of a person, importance of human relationships, integrity and competence will be presented as a foundation for understanding the profession’s mission and purpose. Multiple sources of knowledge, ethical standards, practice levels and fields of practice will be explored in depth. Speakers from various fields of practice will provide an overview of working in their particular area of practice. Students will have opportunities to engage in interactive in-class and internet-based learning experiences. This course does not apply to Social Work major requirements. 1 credit

SWK 2410 ISSUES IN SOCIAL WELFARE I: HISTORY AND IDEOLOGY
(formerly SWK 241; Introduction to Social Work and Social Welfare; Social Welfare Policy I)
Writing-Intensive Course
This course is the first component of a two-part policy sequence. It covers the very early history of social policy and its roots in English poor law to the present. The purpose of this course is to set forth a historical context in which the value base of the profession and its ethical system will be investigated via use of critical examination of current political and economic issues that impact communities and individuals. Students will critically examine forms and mechanisms of oppression as well as strategies of advocacy and social change. The goal is to have students learn and apply techniques to analyze and influence social welfare issues, as well as to develop an understanding of the ways that social welfare policy can be used to challenge oppression and enhance social justice. (Offered Spring) 1 credit

SWK 2500 DIVERSITY: OPPRESSION, PRIVILEGE AND SOCIAL JUSTICE
(formerly SWK 250; Diversity: Perceptions and Practice)
This course is designed to engage students in a process of self-awareness relevant to generalist practice with diverse populations, and to promote understanding, affirmation and respect for people from diverse backgrounds. The content emphasizes the dynamic and complex nature of diversity and personal identity. The impact of oppression on specific populations will also be examined. Students will learn how to use this perspective in assessing, planning, intervening and evaluating practice with clients. 3 credits

SWK 3410 BECOMING A REFLECTIVE PRACTITIONER: SELF CARE, SPIRITUALITY AND ART
(formerly SWK 341)
This course explores the concept of spirituality as it broadly relates to the ethical foundations of professional practice and Molloy’s four pillars of Dominican life. Self-care is increasingly recognized in the scholarly literature as essential for those entering challenging professional programs such as nursing, education, social work, counseling and music therapy. Students will develop an appreciation for developing a spiritual practice through various experiential opportunities with particular focus on artful contemplative practice. This method incorporates watercolors, reflective words and silence. 1 credit

SWK 3420 ISSUES IN SOCIAL WELFARE II: ANALYSIS AND ADVOCACY FOR SOCIAL POLICY
(formerly SWK 342; SWK 242; Social Policy; Social Welfare Policy II)
This course is the second component of a two-part policy sequence. Therefore, the course will extend the focus of Social Welfare Policy I by refining the analytic skills needed to critically think about and analyze social policy, with a particular focus on specific social welfare issues or populations. The course will explore shifts in policy design and ideological perspective through a closer examination of history, ethics and mechanisms of oppression, as well as the pathways to social, economic and political justice relevant to specific populations. Recognition of the special needs of diverse populations will enable more refined analysis of the complexities of applying policy to diverse groups. The goals will be for students to develop an intermediate-level expertise about a particular client system, community, social agency or government program and use this knowledge to identify ways to promote social change for this population, as well as to identify the social welfare principles that can be generalized to other populations and issues. Prerequisite: SWK 2410. (Offered Fall) 3 credits

SWK 3430 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I
(formerly SWK 343; SWK 243 Human Behavior I)
This course is the first of a two-semester course sequence. The course presents content from the behavioral sciences and related professional literature regarding those theoretical constructs and insights most relevant to Social Work practice. Emphasis is placed on the multiple dimensions of the person and the environment. Human behavior is viewed and analyzed from a biological, psychological, social and spiritual perspective. The influences of the social environment are examined as client systems participate in families, small groups, communities and formal organizations. (Offered Fall) 3 credits

SWK 3440 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II
(formerly SWK 344; SWK 244 Human Behavior II)
Writing-Intensive Course
This course is a continuation of Human Behavior in the Social Environment I. Emphasis is on the developmental life course from conception through late adulthood. The course seeks to inform and sensitize students to the complex interchange between persons and their environment, which both facilitate and inhibit human development. The life course perspective recognizes the significance of gender, race, ethnicity and social class diversity as determinates of human behavior. General patterns of person and environment are viewed through the unique stories of individual case studies. Prerequisite: SWK 3430. (Offered Spring) 3 credits

SWK 3470 SPIRITUALITY AND PROFESSIONAL PRACTICE IN THE HELPING PROFESSIONS
(formerly SWK 347; Spirituality and Social Work Practice)
The spiritual dimension of social work practice is examined as it relates to professional relationships with clients, patients, students, families, groups, co-workers and society. The focus of this course is to provide both an intellectual and experiential learning context for deepening the professional practitioner’s understanding of the significance of spirituality. The course will explore two overarching and interrelated dynamics by examining spirituality: (1) within the context of individual development as a search for purpose, meaning, and connection to oneself, other people, the universe and ultimate reality, and (2) examining it in its broader context to activism that seeks
to create a more just and equitable society, honoring human rights and utilizing compassion as a source for social change. (Offered Fall, Spring)  3 credits

**SWK 3480 WORKING WITH VICTIMS OF RAPE, INCEST AND SEXUAL ASSAULT**  
(formerly SWK 348)  
This two-day professional training, from a systems and interdisciplinary perspective, will focus on topics of: violence against women, police investigation, court procedures, physical traumas, incest and child sexual assault, working with adult victims of childhood sexual abuse, male sexual abuse and crisis counseling adult victims of rape and their significant others. Emphasis will be on the development of an interdisciplinary, systems approach with crime victims and their families, and conceptualization of trauma theory and intervention. (Offered Spring)  1 credit

**SWK 3500 PROFESSIONAL ENCOUNTER: WHEN THE PERSON MEETS THE PROFESSION**  
(formerly SWK 350)  
This four-credit course serves as an experiential introduction to generalist social work practice. It consists of a five-hour weekly on-site field education experience designed to expose social work students to the profession’s values and practice issues in the public and private social service arenas. The combination of on-site faculty instruction and field education creates an innovative learning environment that promotes the acquisition and cultivation of self-awareness and professional skills. Using the framework of the six core values of service, social justice, dignity and worth of a person, importance of human relationships, integrity and competence, students will experience the integration of theory and practice across the micro, mezzo, and macro practice levels. Prerequisites: Must be concurrently enrolled in at least one Social Work course.  4 credits

**SWK 3510 GENERALIST SOCIAL WORK PRACTICE I**  
(formerly SWK 351; SWK 251)  
This first course in the three-component generalist social work practice sequence introduces students to social work services and the social agency as the arena for practice. The focus of this course is on Social Work theories, practice principles and skills essential to the helping relationship. Particular emphasis is placed on values, ethics, assessment, planning, interviewing skills, relationship building, case documentation and evaluation. The dynamics and skills of effective communication associated with client systems and human diversity are stressed. Attention is given to ethnic, racial, gender and age differences. This course is required prior to field practice. (Social Work majors only) (Offered Spring)  3 credits

**SWK 3520 HIV AND AIDS**  
(formerly SWK 352)  
This course focuses on the impact of HIV and AIDS upon individuals, families and communities. Knowledge from social sciences, medicine and the practice community will frame strategies for intervention with vulnerable populations.  1 credit

**SWK 3530 SUBSTANCE ABUSE**  
(formerly SWK 353)  
This course will focus on the identification and assessment of the potential for substance abuse across the lifespan. Information will be presented regarding classifications of drugs and implications for treatment and recovery.  1 credit

**SWK 3550 SOCIAL ISSUES IN FILM**  
(formerly SWK 355)  
This class will focus on understanding social issues and vulnerable populations through feature films and documentaries. Each class will be dedicated to watching a film and analyzing social injustices and/or social dysfunction. Focus will be on social problems such as racism, depression, substance abuse, mental illness, sexism, child welfare, etc. Individual, family, cultural and societal implications will be discussed with emphasis on the development of critical thinking and openness to multiple perspectives.  3 credits

**SWK 3560 CHILDREN WITH SPECIAL NEEDS**  
(formerly SWK 356)  
Children with learning challenges and disabilities need more than individual therapy to succeed, and they are not the only ones who face difficulties because of their special needs. Families require support to understand their children, deal with their own feelings about having a child with special needs, find appropriate services and resources, and navigate the special education system. This course will provide an overview of disabilities and disorders in children, their impact on social and emotional functioning, and will explore insights and strategies for working with children and families through a systems approach to intervention.  1 credit

**SWK 3570 HUMAN SERVICES IN HEALTH CARE**  
(formerly SWK 357)  
This course is designed to prepare students for the full range of human service skills needed to be effective practitioners in a health care setting. Course content will focus on: working with populations who are experiencing acute or chronic health problems; working with different ethnic and minority groups, and especially vulnerable people including the poor, the elderly and those with disabilities; working in a fast paced environment of crisis and time constraints; the tools needed to function in complex health care systems; and consideration of the principles and skills of interdisciplinary practice. Given the ongoing changes in health care delivery since the inception of the Affordable Care Act, attention will be paid to the opportunities, as well as the threats posed by these health care changes, and the adaptation of skills needed to respond to this changing environment.  1 credit

**SWK 3600 SOCIAL WORK PRACTICE IN RESEARCH**  
(formerly SWK 360)  
*Writing-Intensive Course*  
This course introduces students to qualitative and quantitative social work research methods by providing an understanding and appreciation of the scientific, analytical and ethical approach to building knowledge for practice. The course prepares students to develop, use and effectively communicate empirically based knowledge, including evidence-based interventions. Emphasis will be placed on how research
The field experience is supplemented by a weekly seminar. Competencies of social work practice within the field setting.

Practice and apply conceptual and theoretical knowledge to students to acquire various CSWE competencies in social work. level supervision. The internship and seminar course allows Field education requires students to practice under MSW-completed during the fall, intersession and spring semesters.

This weekly seminar course is taken in conjunction with a (formerly SWK 460)

Corequisite: SWK 4530. Prerequisite for Social Work Majors: SWK 4520. Corequisites: SWK 4600. (Social Work majors only) (Offered Fall) 3 credits

SWK 4540 and SWK 4650. (Social Work majors only) (Offered Fall, Intersession, Spring) 6 credits

Continuation of SW 4600. Prerequisite: SW 4520, 4600. Corequisite: SWK 4530 and SWK 4650. (Social Work majors only) (Offered Spring) 6 credits

Research project or paper in a selected area of Social Work. Prerequisite: “B” average and approval of Chairperson. (Offered upon request) 1, 2, 3 credits

This course introduces students to the fundamental concepts of information technology with an emphasis on the role of technology in contemporary social work practice. Using the NASW/ASWB Standards for Technology and Social Work Practice as a framework, the course will provide students with an opportunity to explore the potential benefits and ethical/legal concerns related to the use of technology in social work settings. Students will also gain extensive hands-on experience using word-processing, spreadsheet and presentation software that will benefit their professional practice and the research requirements in the Senior Capstone course. Corequisite: SWK 4910. 1 credit

Continuation of SWK 4600. Prerequisite: SWK 4520, 4600. (Social Work majors only) 3 credits

Writing-Intensive Course

Required for students under this catalog and phased in for continuing students.

The first semester of the Capstone Course is taken in the fall semester of the senior year of the baccalaureate social work program. Students are asked to reflect upon and evaluate their capacity to integrate social work values, knowledge and practice skills in the performance of their professional roles. The course will facilitate the construction of a practice evaluation research project based on a single system design that demonstrates the growth and development of the student as a baccalaureate-level social work professional. Prerequisites: MAT 1150 and SWK 3600. Corequisites: SWK 4520 and SWK 4600. (Social Work majors only) 3 credits

This weekly seminar course is taken in conjunction with a 420-hour filed education practicum. Field education hours are completed during the fall, intersession and spring semesters. Field education requires students to practice under MSW-level supervision. The internship and seminar course allows students to acquire various CSWE competencies in social work practice and apply conceptual and theoretical knowledge to practice. This practicum addresses the development of the core competencies of social work practice within the field setting. The field experience is supplemented by a weekly seminar.
Required for students under this catalog and phased in for continuing students.

The second semester of the Capstone Course is taken in the spring semester of the senior year of the baccalaureate social work program, and is a continuation of the previous semester's work. Completion of the construction of a practice evaluation research project based on a single system design will culminate in a Poster Presentation, held in the later part of the spring semester. This presentation will provide students with the opportunity to: (1) display the results of their practice evaluation research project, and (2) demonstrate competency in all social work curriculum content areas. Students will submit a written summary of their evaluation results. Co-requisites: Students must take the second Capstone Course concurrently with SWK 4530 and SWK 4610. (Social Work majors only) 2 credits

SWK 4911 CAPSTONE COURSE II
(formerly SWK 465 - for 3 credits)
This course will be phased out for students under prior catalogs.
Co-requisites: Students must take the second Capstone Course concurrently with SWK 4530 and SWK 4610. (Social Work majors only) 3 credits

Theatre Arts Courses

THA 1000 ACTING I: SCRIPT ANALYSIS
(formerly THA 100; COM 221; Acting I)
An introduction to the fundamentals of acting focusing on generating specific and truthful storytelling. The course enables the actor to approach a script with confidence, engage text analysis tools, employ research materials and successfully apply those skills to enlivened scene work. Two key texts from Modern American Realism will be explored for playable actions through student participation in a studio format. Corequisites: THA 1050, THA 1240. (Offered Fall) 3 credits

THA 1050 THEATRE ARTS STUDIO I
(formerly THA 105)
This is the first course in an eight semester sequence. It is the introduction to multi-discipline conservatory training. Each course builds on the skills developed in the previous semester and incrementally introduces and refines musical theatre performance techniques. Instruction is based on participation in a studio format, which includes coursework in acting, singing and dancing, augmented by study in script analysis, movement and private voice lessons. This first course will focus on developing a strong foundation of the fundamental techniques essential for the musical theatre performer. Corequisites: THA 1000, THA 1240. (Offered Fall) Fee- $3,000.00. 3 credits

THA 1100 THEATRE ARTS STUDIO II
(formerly THA 110)
This is the second course in the eight semester multi-discipline conservatory training sequence. It builds upon and develops the skills introduced in THA 1050. Prerequisites: THA 1000, THA 1050, THA 1240. Corequisites: PED 1570, THA 2150. (Offered Spring) Fee: $3,000.00. 3 credits

THA 1240 VOICE AND SPEECH I
(formerly THA 124; COM 125; formerly Voice and Diction for Acting)
An introduction to foundational techniques of voice and speech production for actors. Topics covered in voice production will include alignment, relaxation, breath support and supply, phonation, resonance, and range. Students will also be introduced to the International Phonetic Alphabet (IPA), and practice skills of articulation to achieve maximum intelligibility in performance. Corequisites: THA 1000, THA 1050. (Offered Fall) 3 credits

THA 2000 ACTING II: STORY THEATRE PROJECT
(formerly THA 200; COM 221; Acting II)
This course is a continuation of the skills developed in THA 1000 Acting I: Script Analysis and THA 1240 Voice and Speech for Acting. In this course, students will learn the fundamentals of creating an ensemble production from extant literary texts, through the exploration of imaginative voice and body work to create atmosphere, set, character, and story. The course will culminate in a presentation of a workshop ensemble theatre piece. Students will undertake lessons and exercises in storytelling and character work, using the voice and body, imagination, and ensemble techniques. Lessons and exercises will be drawn from the Michael Chekhov technique, devised theatre techniques, pantomime techniques, and story theatre techniques. Prerequisites: PED 1570, THA 1100, THA 2150. Corequisites: PED 1590, THA 2050. (Offered Fall) 3 credits

THA 2050 THEATRE ARTS STUDIO III
(formerly THA 205)
This is the third course in the eight semester multi-discipline conservatory training sequence. It continues to develop and refine the skills explored in THA 1050 and THA 1100, and adds coursework in Vocal Performance techniques. Prerequisites: PED 1570, THA 1100, THA 2150. Corequisite: PED 1590, THA 2000. (Offered Fall) Fee-$3,000.00. 4 credits

THA 2100 THEATRE ARTS STUDIO IV
(formerly THA 210)
This is the fourth course in the eight semester multi-discipline conservatory training sequence. It continues to develop and refine the skills explored in THA 2050, and adds coursework in Musical Scene Study techniques. Prerequisites: PED 1590, THA 2000, THA 2050. Corequisite: THA 2500. (Offered Spring) Fee- $3,000.00. 4 credits

THA 2150 HISTORY OF MUSICAL THEATRE
(formerly THA 215)
This course will explore the origins and development of Musical Theatre, from its inception to the current repertoire. The development of musicals will be examined from various lenses: historical, social, political, aesthetic. Staging and musical innovations will be explored. Prerequisites: THA 1000, THA 1050, THA 1240. Corequisites: THA 1100, PED 1570. (Offered Spring) 3 credits
THA 2500 COMPOSER PROJECT
(formerly THA 250)
The purpose of this course is to enable the actor to sustain and further develop the skills acquired in Vocal Performance and employ them in a rehearsal and public performance setting. The focus of the course will be on the application of breaking songs into beats, finding actions, creating a specific scene partner relationship, appropriate vocal technique, employing physicality, and text analysis/research to illuminate comprehension of a lyric and the overall journey of the song. Material from the canon of a successful musical theatre composer will be chosen and songs will be studied in classroom, rehearsed and performed. Prerequisites: PED 1590, THA 2000, THA 2050. Corequisite: THA 2100. (Offered Spring) 3 credits

THA 3000 ENSEMBLE: POP ROCK
(formerly THA 300; Ensemble)
This course explores the genera of pop-rock music as it relates to theatre performance. The focus of the course is on incorporating and refining vocal, acting and movement techniques from the previous course work, culminating in a public performance. Material for performances may be selected from the pop-rock canon, an existing script or a new work. Prerequisites: THA 3050, THA 3200, THA 3510. Corequisites: THA 3100, THA 3240. (Offered Spring) 3 credits

THA 3050 THEATRE ARTS STUDIO V
(formerly THA 305)
This is the fifth course in the eight semester multi-discipline conservatory training sequence. It continues to develop and refine the skills explored in THA 2100 and focuses on refining Musical Scene Study techniques. Prerequisites: THA 2100, THA 2500. Corequisites: THA 3200, THA 3510. (Offered Fall) Fee- $3,000.00. 4 credits

THA 3100 THEATRE ARTS STUDIO VI
(formerly THA 310)
This is the sixth course in the eight semester multi-discipline conservatory training sequence. It continues to develop and refine the skills explored in THA 3050 and adds introductory coursework in audition techniques. Prerequisites: THA 3050, THA 3200, THA 3510. Corequisites: THA 3000, THA 3240. (Offered Spring) Fee- $3,000.00. 4 credits

THA 3200 ACTING IN SHAKESPEARE
(formerly THA 320)
The course will focus on the practical and analytical methodologies required to successfully perform the plays of Shakespeare and his contemporaries. The students will begin with sonnets, work on the common scene and then individual scenes chosen for them by the instructor. Prerequisites: THA 2100, THA 2500. Corequisites: THA 3050, THA 3510. 3 credits

THA 3240 VOICE AND SPEECH II
(formerly THA 324)
Expands upon the skills taught in THA 1240 Voice and Speech I, applying them to increasingly challenging dramatic texts. The course prepares the actor for advanced engagement with the skills of voice production, speech, heightened language, and dialect. Prerequisites: THA 3050, THA 3200, THA 3510. Corequisites: THA 3000, THA 3100. (Offered Spring) 3 credits

THA 3350 PLAYWRITING AND DRAMATIC STRUCTURE
(formerly THA 335; COM 335)
An introduction to the craft of playwriting. The course will study the theatre as a storytelling medium and will involve both the analysis of plays and the development of writing skills. Students will be required to complete a series of exercises culminating in the writing of a one-act play. Prerequisite: THA 2100. (Elective) (Offered Fall) 3 credits

THA 3420 DIRECTING
(formerly THA 342)
The purpose of this course is to explore fundamental principles of directing. Students will study and practice techniques for visual story-telling and learn basic principles of staging towards an understanding of how to utilize a stage ground plan and move actors through space. Elements of script analysis will be explored, as well as the relationship between actor and director. The class will consist of staging exercises and will culminate in the direction of a 10-minute play. Prerequisite: THA 2100. (Elective) (Offered Spring) 3 credits

THA 3500 CREATIVE DRAMA
(formerly THA 350)
The purpose of this course is to expose the student to the creation, rehearsal process and production of a devised musical theatre piece. The focus will be on integrating and applying acting, singing and dancing techniques to the creation of theatrical stories, music and dramatic structure. The course culminates in a public performance. Prerequisites: THA 3000, THA 3100, THA 3240. Corequisite: THA 4050. (Offered Fall) 3 credits

THA 3510 SONG AND DANCE PROJECT
(formerly THA 351)
Students prepare and perform a Song & Dance Project. This course focuses applying the basic techniques of Jazz, Theatre Dance, Ballet and Tap, together with acting and singing techniques, to create a “Song and Dance” presentation. Exercises will be used to demonstrate the application of basic acting, dance and vocal technique, the application of alignment/posture/placement, care of the body, strength, flexibility, expression of movement, stamina, musicality and style. Prerequisites: THA 2100, THA 2500. Corequisites: THA 3050, THA 3200. (Offered Fall) 3 credits

THA 4000 THEATRE PRODUCTION MAINSTAGE
(formerly THA 400; COM 337; Theatre Production)
The purpose of this capstone course is to synthesize and refine the artists’ application of acting, singing and dancing techniques by participating in a full production of a musical. Prerequisites: THA 3100, THA 3240. (Offered Fall, Spring) 3 credits

THA 4050 THEATRE ARTS STUDIO VII
(formerly THA 405)
This is the seventh course in the eight semester multi-discipline conservatory training sequence. It continues to develop and
refine the skills explored in THA 3100 and concentrates on integrating and synthesizing all previously explored techniques to develop a comprehensive approach to musical theatre performance. Prerequisites: THA 3000, THA 3100, THA 3240. Corequisite: THA 3500. (Offered Fall) Fee-$3,000.00. 4 credits

**THA 4100 THEATRE ARTS STUDIO VIII**  
*(formerly THA 410)*  
This is the final course in the eight semester multi-discipline conservatory training sequence. It continues to develop and refine the skills explored in THA 4050. In support of THA 4150 Practicum, it adds the exploration of audition monologues and audition side work. The private vocal lesson is replaced with a private vocal coaching. Prerequisites: THA 3500, THA 4050. Corequisite: THA 4150 (Offered Spring) Fee-$3,000.00. 4 credits

**THA 4900 PRACTICUM**  
*(formerly THA 415; Business of Musical Theatre)*  
This course explores developing and individualized marketing plan, the preparation of appropriate audition material, business protocols and master classes with active New York City casting directors. Prerequisites: THA 3500, THA 4050. Corequisite: THA 4100. (Offered Spring) 3 credits

**THA 4701, 4702, 4703 INDEPENDENT STUDY**  
Specialized, self-directed study or project of a topic not available within the scheduled courses under the direction of a faculty member. Must be approved by departmental chairperson. 1, 2, 3 credits

**THA 4711, 4712, 4713 INDEPENDENT STUDY**  
Specialized, self-directed study or project of a topic not available within the scheduled courses under the direction of a faculty member. Must be approved by departmental chairperson. 1, 2, 3 credits

**THA 4721, 4722, 4723 INDEPENDENT STUDY**  
Specialized, self-directed study or project of a topic not available within the scheduled courses under the direction of a faculty member. Must be approved by departmental chairperson. 1, 2, 3 credits

---

**Theology and Religious Studies Courses**

**ETH ETHICS**  
Refer to by subject under Ethics courses.

**TRS 1000 THE BIBLE**  
*(formerly TRS 100; THE 100)*  
A study of the Bible, focusing on selected major texts and themes in both the Hebrew scriptures (or Old Testament) and the Christian New Testament. Attention is also given to how the Bible was written, formed and transmitted and how it has been interpreted and applied. 3 credits

**TRS 1010 MAJOR RELIGIOUS VOICES**  
*(formerly TRS 101; THE 101; Major Religious Writings)*  
What beliefs emerge from the scriptures of the world’s religions? This course is a careful study of several short but significant religious texts from places and times very different from our own. A “journey” to visit and appreciate these diverse texts involves learning how to study them as a key to understanding their messages. 3 credits

**TRS 1040 WHAT IS RELIGION?**  
*(formerly TRS 104; THE 104; Religion and Modern Culture)*  
An introductory study of the nature of religious experience and of the interaction between religion and modern culture, including areas of influence and conflict such as relativism, pluralism, political ideologies, nature, science and technology. 3 credits

**TRS 1300 JESUS IN MUSIC**  
*(formerly TRS 130)*  
This course examines several accounts of Jesus’ last week, in both words and music, and considers their significance. Building on a study of historical knowledge and gospel accounts, the course focuses on hearing and viewing, and on studying and comparing, audio and video portraits of Jesus in various kinds of music, including classical and contemporary, and sacred and secular forms. Among other works, primary attention is given to two historically significant yet very different portraits of Jesus: the classic work of baroque sacred music, *St. Matthew Passion* (1727), by J. S. Bach, and the modern rock opera, *Jesus Christ Superstar* (1971), by Andrew Lloyd Webber and Tim Rice. The course may be appreciated by those who enjoy music, but does not require any specialized musical knowledge. 3 credits

**TRS 1310 LATINO/A THEOLOGY AND POPULAR RELIGION IN THE UNITED STATES**  
*(formerly TRS 131)*  
This course will introduce students to the theological perspective that has been developing in the Latino/a community in the United States, and will include examination of the religious, social and cultural development of this community on Long Island. Through a combination of Latino/a theological readings, lectures, student research and discussions, the class will learn how to understand and interpret the popular religious and devotional practices of this community. Among topics given attention will be marginality, mestizaje (racial and ethnic integration), migration, the role of the Latino/a community in the American Catholic Church and the mutual effects of this community and the surrounding American community on each other. 3 credits

**TRS 1320 FROM TERROR TO TOLERANCE**  
*(formerly TRS 132)*  
In 1500, religious differences in the Christian West were suppressed, those who disagreed with official beliefs were viewed as threats, and those judged to be heretics were executed. By contrast, today and throughout Western societies, religious differences are generally tolerated and legally...
protected, not only among Christians, but among all religions, and many celebrate the peaceful coexistence of diverse religious communities in their own countries. The five centuries between these two scenes tell a story of a profound change, which those in Western societies largely view favorably. This course makes two broad inquiries: What were the key factors that caused this enormous transformation in how religions and religious differences are viewed and treated in Western societies? And what have been, and what are today, the challenging consequences of, and responses to, this change, including the growing secularization of society, the privatization of religion, divergent responses to this change within Western societies, and collisions with external cultures and religions that have not gone through this change? 3 credits

**TRS 1400 RELIGION AND MEDIA**  
(formerly TRS 140)  
This course introduces students to the burgeoning field of research in religion and media. It considers various negotiations by religious communities with media such as television, film and the internet. It also considers the role of mediation more broadly within religious contexts. 3 credits

**TRS 1420 RELIGIOUS DIVERSITY AND ITS CHALLENGES**  
(formerly TRS 142)  
The existence of many religions in the world and in American society creates both questions and opportunities. The course starts by examining contemporary discussion among three Christian theological views – that only Christianity is true; that religions can be ranked in terms of their truth with Christianity first; and that all religions are true. It expands to consider related dimensions of inquiry – such as philosophical, social scientific, moral and political dimensions – and various actual and possible relationships among religions – such as isolation and domination, conflict and toleration, competition and dialogue. The goal is to explore how scholars and the public, how people of Christian and non-Christian faith and the ‘nones’ of no particular faith, are addressing the challenging yet inescapable reality of religious diversity today. 3 credits

**TRS 1450 RELIGIONS OF JAPAN**  
(formerly TRS 145)  
This course presents an introductory survey of religions of Japan in their historical development and contemporary expression. Particular attention will be given to the dynamic relation between religion and Japanese culture throughout the major phases of Japan’s history, and the manner in which Japanese religions/cultural forms have been notably present in the contemporary context of cultural globalization. The course is recommended for students who will participate in the Molloy College International Education Study Abroad trip to Japan, although enrollment in the Study Abroad trip is not a prerequisite for the class. 3 credits

**TRS 1830 RELIGION AND THE SACRED**  
(formerly TRS 183; THE 283: Phenomenology of Religion)  
This course is an introduction to the study of religion on the basis of modern academic methods, and to selected major questions, discoveries, issues, theories, and figures in this field. Topics include the nature and dimensions, the functions and consequences, of religion for individuals, groups, cultures and nations. The course also explores how work in religious studies has influenced, and been influenced by, a variety of theories, including Christian and atheistic perspectives, regarding the significance of religion and its relationship to claims about the sacred. 3 credits

**TRS 2210 THE NEW TESTAMENT**  
(formerly TRS 221; THE 221)  
This course is a contemporary critical investigation of the message and the meaning of the New Testament, of its origin and of the historical situation in which it was written. The books of the New Testament are studied individually and collectively, and important scriptural terms, ideas and themes are examined. 3 credits

**TRS 2270 THE GOD QUESTION**  
(formerly TRS 227; THE 227; THE 325)  
**Writing-Intensive Course**  
The question “Does God exist?” is only one of the many questions currently raised in western societies about the sacred. With many differing beliefs in the world about what is divine – and many reasons to doubt that anything is sacred – there is much at stake in “the God question,” whatever form it takes. The course explores some of the reasons that have been offered for and against various conceptions of what is sacred, divine or ultimate. It examines ways in which traditional Christian beliefs have been reinterpreted to be more meaningful in our scientific and pluralistic age. Students are encouraged to engage the debates sparked by some famous thinkers to better understand our shared reality. Prerequisites: ENG 1100 and Sophomore standing. 3 credits

**TRS 2300 THE MEANING OF JESUS**  
(formerly TRS 230; THE 230; THE 330; THE 231; Christian Interpretations of Jesus)  
A study of historical questions and faith interpretations of Jesus the Christ as seen in the Gospels, traditional doctrinal formulations and contemporary interpretations. Prerequisites: ENG 1100 and Sophomore standing. 3 credits

**TRS 2410 RELIGION IN AMERICA**  
(formerly TRS 241; THE 241 Religion and the American Tradition)  
A study of religion in the history and/or contemporary life of the United States. Topics may include the character of American Christianity, the role of religion in political life, religious diversity in America and the effects of religion and culture on each other. 3 credits

**TRS 2420 GENDER AND RELIGION**  
(formerly TRS 242; THE 242; Women and Religion; Women and Christianity)  
A study of the attitudes of religions toward gender throughout history, with emphasis on the Judeo-Christian tradition. It will include a discussion of the feminist tradition and critique of these attitudes. 3 credits

**TRS 2520 CONTEMPORARY CATHOLICISM**  
(formerly TRS 252; THE 252)  
The study of contemporary Catholicism, focusing on developments in Catholic doctrine and practice since Vatican
Council II. Emphasis will be given to formal Church teaching, an understanding of the sacraments, and the nature and mission of the Church. 3 credits

**TRS 2540 PROTESTANTISM**  
(formerly TRS 254; THE 254)  
A survey of Protestant Christianity, with attention to its origins, causes and consequences, and primary denominational forms, its influence on Western and particularly American society, its relationship to Catholicism and its contemporary challenges. 3 credits

**TRS 2600 JUDAISM, CHRISTIANITY, ISLAM**  
(formerly TRS 260; THE 260 Religions of the West)  
This course concentrates on the three major monotheistic religious traditions of Judaism, Christianity and Islam. The origins, beliefs, scriptures, social life, and contemporary challenges of each are explored, with attention to their relationships to each other, and their areas of commonality and difference. 3 credits

**TRS 2630 JUDAISM**  
(formerly TRS 263; THE 263)  
The history, sacred literature, doctrine and ethical teaching of Judaism, including an examination of contemporary Jewish life and thought. This course is in memory of Rabbi George B. Lieberman. 3 credits

**TRS 2650 ISLAM**  
(formerly TRS 265; THE 265)  
An introduction to the origins, scriptures, beliefs, and historical development of Islam. Particular attention may be given to the characteristics of contemporary Muslim-majority societies and their complex relationship to modern Western culture. 3 credits

**TRS 2730 THE CHURCH IN HISTORY AND CULTURE**  
(formerly TRS 273; THE 273; The Developing Church)  
*Information Literacy Course*  
A study of the history of the Christian church, its beliefs, institutions, and diverse branches and their interaction with surrounding cultures over the centuries. Particular attention is given to the modern era, including the past and future challenges of modernity, such as industrialization, democracy and cultural diversity. 3 credits

**TRS 2740 SYMBOL AND RITUAL**  
(formerly TRS 274; THE 340; THE 274 Christian Celebration; Religious Ritual; Symbol and Celebration)  
A study of the role of symbol and ritual in religious traditions, and the ways in which they address the human condition. This course gives primary attention to the symbols and rituals of Christianity, especially as they relate to history, culture and other religious traditions. 3 credits

**TRS 2810 RELIGIONS OF ASIA**  
(formerly TRS 281; THE 281 Religions of the East)  
A survey of selected religions of Asia, which may include Hinduism, Buddhism, Chinese and Japanese religions. 3 credits

**TRS 2850 RELIGIOUS THEMES IN THE CINEMA**  
(formerly TRS 285; THE 285)  
An investigation of the cinematic treatment of religious themes. Selected films will be analyzed and critiqued. (Offered Intersession, Summer) 3 credits

**TRS 2900H (HONORS) WORLD RELIGIONS, GLOBAL CITIZENS: CONTEMPORARY PERSPECTIVES**  
(formerly TRS 220H)  
A study of central themes in several of the world’s major religions, focusing on perceptions of the sacred, the nature of reality, and understandings of the human person, society and the natural environment. The course approaches perennial questions of human religious experience in light of the contemporary context of cultural globalization. Encountering the life stories and thought of contemporary religious figures who express not only the human search for meaning, but also compelling perspectives on cultural diversity, our shared humanity, reverence for life and the search for the common good, the course considers the contribution of world religions to the evolving meaning of the term, ‘global citizens’. Honors students only. 3 credits

**TRS 4701, 4702, 4703 INDEPENDENT STUDY**  
Open to qualified students who wish to pursue in-depth a specialized area of theology or religious studies. Directed readings, research and discussion under the guidance of a member of the department. Prerequisites: ENG 1100, Sophomore standing, nine credits in Theology, and permission of department chairperson. Does not fulfill General Education requirement. (Offered upon request) 1, 2, 3 credits

**TRS 4900 THEOLOGY AND RELIGIOUS STUDIES SEMINAR**  
(formerly TRS 491; THE 292; THE 491)  
*Writing-Intensive Course*  
*Information Literacy Course*  
In-depth study of major themes, issues or figures in theology or religious studies. Required of majors; other students by permission of chairperson. 3 credits
Board of Trustees
2019-2020

John P. McEntee, J.D.
Chairperson
Phillipa G. Woodriffe, M.D. ('72)
Vice Chairperson
Drew Bogner, Ph.D.
President

Trustees
Rose L. Ciampa, M.B.A. ('61)
Salvatore P. Ciampo, B.A.
Donna L. Dellomo, B.A., C.P.A.
Diane Esposito, Ph.D.
Laura Farahani, M.B.A.
Raymond E. Farrell, J.D.
Nicolette Fiore-Lopez, Ph.D. ('15)
Jeffrey H. Greenfield, B.S.
Matthew Grover, M.B.A.
David M. Hagan, M.B.A.
Daniel F. Hines, B.S., C.P.A.
S. Zaki Hossain, M.S.
Sr. Anne-Marie Kirmse, O.P., Ph.D.
Brendan Lavelle, M.B.A.
Sr. Margaret Mayce, O.P., M.S. ('73)
Sr. Margaret McVetty, O.P., Th.M., M.S.W. ('71)
Timothy Mooney, B.S./B.A.
Len Peters, M.Sc. ('92)
Kenneth Pritchard, B.S.
Robert S. Salvatico, M.B.A.
Susan Santoro, J.D.
Sr. Kathleen Tuite, O.P., Ed.S.
Marianne Dolan Weber, M.S.
John Westerman, J.D.

Chair Emeriti
James F. Campbell, A.S.
Paul H. Durnan, B.S.
Daniel T. Henry, M.B.A.

Trustees Emeriti
John G. Aicher, Esq.
Msgr. Francis J. Caldwell, C.S.W.
Laura A. Cassell, B.S., C.P.A.
Sr. Loretta M. Devoy, O.P., Ph.D.
Sr. Dorothy Fitzgibbons, O.P., Ed.D.
A. Patricia McCarthy
Crisler Quick, B.S., C.P.A.
Mary Ann C. Tuttle, M.S., P.D. ('61)
Offices of Administration

Office of the President

PRESIDENT
Drew Bogner, Ph.D.
PROFESSOR OF EDUCATION
B.S. Biology, B.S. History, Kansas Newman College; M.S.Ed., Ph.D., University of Kansas

CHIEF OF STAFF AND SECRETARY TO THE BOARD OF TRUSTEES
Diane K. Fornieri
B.S., Molloy College; M.S., Manhattan College

SENIOR DIRECTOR OF STRATEGIC AND DIGITAL COMMUNICATIONS
Susanna Stickley
B.A., New York University; M.A., Ritsumeiken, Kyoto, Japan; M.A., American University

ASSISTANT DIRECTOR OF DIGITAL CONTENT
Anthony Vela
A.S., Farmingdale State College; B.F.A., New York Institute of Technology

ASSISTANT DIRECTOR OF SOCIAL MEDIA
Destinee Day
B.A., University of Missouri; M.B.A., Molloy College

Office of Academic Affairs

VICE PRESIDENT FOR ACADEMIC AFFAIRS
Ann Z. Branchini
PROFESSOR OF NURSING
B.S.N., University of Wisconsin-Milwaukee; M.S.N., Marquette University; Ph.D., University of Connecticut

ASSISTANT VICE PRESIDENT FOR ACADEMIC AFFAIRS
Barbara T. Schmidt
PROFESSOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., M.S., Adelphi University; Ph.D., The Graduate Center, CUNY

COORDINATOR OF ACADEMIC PLANNING AND RESOURCES
Christine Chimienti
B.A., Boston University; M.A., University of North Carolina, Chapel Hill

COMMUNICATIONS SPECIALIST
Karenlyn Barone
A.A., Nassau Community College; B.A., Molloy College

DIRECTOR OF OFFICE OF INTERNATIONAL EDUCATION
TBA

PROGRAM COORDINATOR FOR OFFICE OF INTERNATIONAL EDUCATION
Cindy Hu
B.A., SUNY at Stony Brook

SENIOR DEAN FOR RESEARCH AND SCHOLARSHIP
Audrey Cohan
PROFESSOR OF EDUCATION
B.A., Brooklyn College, M.A., New York University; Ed.D., Hofstra University

DIRECTOR OF FACULTY PROFESSIONAL CENTER
Maureen M. Sanz
PROFESSOR OF BIOLOGY
B.A., Skidmore College; M.S., Ph.D., Fordham University

DEAN OF INNOVATIVE DELIVERY METHODS
Amy J. Gaimaro
ADJUNCT ASSISTANT PROFESSOR OF COMPUTER STUDIES
B.B.A., Hofstra University; M.A.E., Marian University; M.S., LIU Post; D.B.A., Argosy University

ASSISTANT DIRECTOR OF OUTREACH AND PARTNERSHIPS
Jack A. Zolla
B.S., Fordham University; M.S., Columbia University

INSTRUCTIONAL DESIGNER
Amy Lomellini
A.A., New York University; B.A., University of North Carolina; M.E.T., Boise State University

INSTRUCTIONAL DESIGNER
Bryan Boatswain
B.S., Medgar Evers College, CUNY; M.B.A., M.S., DeVry University

DEAN FOR GRADUATE ACADEMIC AFFAIRS
Kathleen Maurer Smith
PROFESSOR OF SOCIOLOGY
B.A., Molloy College; M.A., Adelphi University; Ph.D., The Graduate Center, CUNY

CHAIR, INSTITUTIONAL REVIEW BOARD (IRB)
Patricia Eckardt
PROFESSOR OF NURSING
B.S., Empire State College; M.Phil., Ph.D., The Graduate Center, CUNY
PROFESSIONAL WRITING/EDITOR CONSULTANT
Youn-Joo Park
B.A., University of Puget Sound; M.A., Ph.D.,
University of Missouri

STATISTICS/ANALYTICS CONSULTANT
Pamela Watters
M.S., Ph.D., University of Rhode Island

ASSOCIATE DEAN FOR ACADEMIC SERVICES
Marion Flomenhaft
B.A., St. John’s University; M.S., Fordham University; Ph.D.,
New York University

COORDINATOR OF WRITING CENTER
Pamela Kenley-Meschino
ADJUNCT INSTRUCTOR OF ENGLISH
B.A., M.A., Portland State University

PROFESSIONAL WRITING CONSULTANT
Anna Cairhey
B.A., M.A., George Fox University

PROFESSIONAL WRITING CONSULTANT
Pamela Smith
B.S., Molloy College; M.S., Queens College

PROFESSIONAL WRITING CONSULTANT
Mary Ann Howell
ADJUNCT INSTRUCTOR OF ENGLISH
B.A., Adelphi University; M.A., LIU Post

PROFESSIONAL WRITING CONSULTANT
Valerie M. Griggs
ADJUNCT INSTRUCTOR OF ENGLISH
M.F.A., Brooklyn College, M.A., Fordham University

COORDINATOR OF DISABILITY SUPPORT SERVICES/
SUCCESS THROUGH EXPANDED EDUCATION PROGRAM
Cari Rose-Tomo
B.S., University of Virginia; M.S., Brooklyn College

ASSOCIATE COORDINATOR OF DISABILITY SUPPORT SERVICES/
SUCCESS THROUGH EXPANDED EDUCATION PROGRAM
Kerri-Ann Li
B.A., Iona College; M.S., Molloy College

COORDINATOR OF TUTORING SERVICES
Kimberly Havens
B.A., York College, CUNY; M.S., LIU Post

DEAN OF CONTINUING EDUCATION AND PROFESSIONAL STUDIES
Louis Cino
B.A., M.P.A., LIU Post

ASSISTANT DIRECTOR OF CONTINUING EDUCATION AND PROFESSIONAL STUDIES
Vanessa Formoso
B.A., M.S., Molloy College

ASSOCIATE DIRECTOR OF CONTINUING EDUCATION-NURSING
Kathleen Lapkowski
B.S., Molloy College; M.S., Adelphi University

ASSISTANT TO THE DEAN OF CONTINUING EDUCATION AND PROFESSIONAL STUDIES
Judith Trinder
A.S., Nassau Community College

DIRECTOR OF THE LIBRARY
Judith Brink-Drescher
B.A., M.L.I.S., LIU Post; M.B.A., Dowling College

ASSOCIATE LIBRARIAN, INSTRUCTIONAL SERVICES
Susan Bloom
B.A., New School University; M.L.S., Pratt Institute;
M.S., Molloy College

REFERENCE & INSTRUCTIONAL LIBRARIAN
Wenhui Chen
B.A., Fu-Jen Catholic University, Taiwan; M.L.S., St.
John’s University, M.B.A., Molloy College

ASSOCIATE LIBRARIAN, TECHNICAL SERVICES
Tim Hasin
B.A., SUNY Buffalo State; M.L.I.S., University of Buffalo; M.A., College of Staten Island

ACQUISITIONS LIBRARIAN
Robert D. Martin
B.A., St. Francis Xavier University; M.L.I.S., University of Western Ontario

ELECTRONIC RESOURCES LIBRARIAN, DIGITAL COMMONS CURATOR
Tabitha Ochterta
B.A., Molloy College; M.L.I.S., LIU Post

ASSOCIATE LIBRARIAN, REFERENCE SERVICES
Nicola Palumbo
B.S., Georgetown University; M.L.S., LIU Post; M.B.A.,
Dowling College

ASSOCIATE LIBRARIAN, HEALTH SCIENCES
Theresa Rienzo
B.S.N., Adelphi University; M.S., St. Joseph’s College;
M.L.I.S., LIU Post

INFORMATION COMMONS LIBRARIAN
Sean Williams
M.L.I.S., LIU Post

ACCESS SERVICES, SERIALS AND MEDIA LIBRARIAN
David Nochimson
B.A., Bard College; M.L.S., Queens College, CUNY
Office of Advancement

VICE PRESIDENT OF ADVANCEMENT
Edward J. Thompson
B.A., College of the Holy Cross; J.D., St. John’s University

ASSISTANT VICE PRESIDENT OF MARKETING AND PUBLIC RELATIONS
Ken Young
B.S., Auburn University; M.B.A., University of Alabama

DIRECTOR OF PUBLIC RELATIONS
Jacquelyn Rath
B.A., SUNY Geneseo

SENIOR GRAPHIC DESIGNER
Francis Bonnet
B.A., Fashion Institute of Technology

MANAGER OF DEVELOPMENT AND COMMUNITY INITIATIVES
Angela Zimmerman
B.A., St. John’s University; M.P.A., LIU Post

DIRECTOR OF ALUMNI RELATIONS
Mary Jane Reilly
B.S., M.S., University of Scranton; M.A., Fordham University

DIRECTOR OF CORPORATE RELATIONS
Cynthia Metzger
A.A.S., Fashion Institute of Technology; B.S., Molloy College

SENIOR ALUMNI DEVELOPMENT OFFICER/ALUMNI RELATIONS
Mary Scanio
B.A., Molloy College

DEVELOPMENT OFFICER FOR STRATEGIC INITIATIVES
Rebecca Martinez
B.S., M.B.A., St. John’s University

DIRECTOR OF GRANTS AND SPONSORED PROGRAMS
Sherry Radowitz
B.A., Brooklyn College; M.A., University of Northern Colorado; Ph.D., Union Institute and University

GRANTS AND RESEARCH SPECIALIST
Nancy Fox
B.A., SUNY Stony Brook

SENIOR ADVANCEMENT OFFICER
Robert Stricoff
B.A., Queens College; M.S.A., Central Michigan University

THE ENERGEIA PARTNERSHIP
The Academy for Regional Stewardship
EXECUTIVE DIRECTOR
Paul Tonna
B.A., New York University; M.A., Immaculate Conception Seminary

MANAGER OF GRADUATE PARTNER PROGRAMS
Danielle Fortune
B.A., St. Joseph’s College

SUSTAINABILITY INSTITUTE AT MOLLOY COLLEGE
EXECUTIVE DIRECTOR
Neal Lewis
B.S., SUNY at New Paltz; J.D., CUNY, School of Law

RESEARCH COORDINATOR
Andrew Manitt
B.A., SUNY at Buffalo

COMMUNICATIONS COORDINATOR
Demosthenes Maratos
B.A., St. John’s University

THE MADISON THEATRE
ARTISTIC DIRECTOR
Angelo Fraboni
Queens College

Office of Enrollment Management

VICE PRESIDENT FOR ENROLLMENT MANAGEMENT
Linda Finley Albanese
B.A., Molloy College; M.A., LIU Post

DIRECTOR OF STUDENT RETENTION
Krista Lombardo
B.A., Hofstra University; M.S., LIU Post

ASSOCIATE DIRECTOR FOR THE ST. THOMAS AQUINAS PROGRAM
Joseph Weinstein
B.A., SUNY at New Paltz; M.S., Molloy College

ST. THOMAS AQUINAS PROGRAM COUNSELOR
Courtney Dalfonso
B.A., University at Albany, SUNY; M.F.A., The New School

TRIO PROJECT COORDINATOR
Lisa Zanders
B.A., M.S., SUNY at Brockport

ASSISTANT DIRECTOR OF THE STUDENT SOLUTION CENTER
Cathleen DiPietro
B.A., Molloy College

STUDENT SOLUTION CENTER COUNSELOR
Corrine O’Donnell
B.A., Hunter College

ASSISTANT VICE PRESIDENT FOR ENROLLMENT MANAGEMENT
Marguerite Lane
B.A., Hunter College; M.A., Pacific Oaks College

ASSOCIATE DIRECTOR OF ADMISSIONS
Kimberly Veerline Webb
B.A., Iona College

ASSOCIATE DIRECTOR OF ADMISSIONS
Jennifer Garton
B.A., Mount Saint Mary College
ASSISTANT DIRECTOR OF GRADUATE ADMISSIONS
Lafayette Hood
B.A., SUNY at Albany; M.A., SUNY at Stony Brook

SENIOR ADMISSIONS COUNSELOR
Marc Soevyn
B.S., Mount Saint Mary College

SENIOR ADMISSIONS COUNSELOR
Evan Woodhouse
B.S., Molloy College

ADMISSIONS COUNSELOR
Milan Botte
B.S., Molloy College

THEATRE ARTS RECRUITMENT COORDINATOR
Rebecca Overton
B.A., Providence College

HIGH SCHOOL AND PRE-COLLEGE COORDINATOR
John Galanoudis
B.S., Molloy College

ENROLLMENT MANAGEMENT SOFTWARE SPECIALIST
Christine Hay
B.A., Molloy College

DIRECTOR OF FINANCIAL AID
Ana C. Lockward
B.B.A., Baruch College; M.S., Lehman College

ASSOCIATE DIRECTOR OF FINANCIAL AID
Ketia Brown
B.B.A., Hofstra University

SENIOR FINANCIAL AID COUNSELOR
Eugene J. Rogers
B.S., M.S., New York Institute of Technology

COLLEGE WORK STUDY COORDINATOR
Katherine Brunet
B.A., University of Tampa; M.S., Hofstra University

FINANCIAL AID COUNSELOR
Gail Mirsky
B.S., University of Maryland

FINANCIAL AID COUNSELOR
Chan Tran
B.S., Penn State University; M.A., Manhattan College

PERKINS LOAN COORDINATOR/FINANCIAL AID ASSISTANT
Valentina Masiello
B.B.A., Adelphi University; M.B.A., Molloy College

REGISTRAR
Sue Fortman
B.A., M.A., University of California, Berkeley

ASSOCIATE REGISTRAR
Jean Kuehn
A.A.S., Nassau Community College

REGISTRAR TECHNICAL SPECIALIST/VETERAN’S CERTIFYING OFFICIAL
Christy Law
B.B.A., Briarcliffe College

SENIOR ASSISTANT REGISTRAR
Michelle Abbatiello
B.B.A., Briarcliffe College; M.A., Adelphi University

ASSISTANT REGISTRAR
Monica Morello
B.A., Providence College

DIRECTOR OF STUDENT FINANCIAL SERVICES
Debra O’Connor
B.S., Baruch College; M.B.A., Molloy College

ASSOCIATE DIRECTOR OF STUDENT FINANCIAL SERVICES
Annette Haripersaud
A.S., Queensborough Community College; B.S., Molloy College

Office of Mission and Ministry

VICE PRESIDENT OF MISSION AND MINISTRY
Catherine Tully Muscente
B.A., M.B.A., Molloy College

CAMPUS MINISTER
Michelle Lithgow
B.A., M.S., Molloy College

CAMPUS MINISTER
Michael Malinowski
B.S., M.S., Molloy College

DIRECTOR OF SPECIAL COLLECTIONS AND RECORDS MANAGEMENT
Larissa Woo
B.A., Hunter College; M.S., M.S.L.I.S., Pratt Institute

ASSISTANT ARCHIVIST
TBA

SIENA CENTER FOR SOCIAL JUSTICE
Coordinator, DOJ Grant
Jessica Wallace
B.S., Binghamton University, SUNY

Office of Technology and Institutional Effectiveness

VICE PRESIDENT FOR TECHNOLOGY AND INSTITUTIONAL EFFECTIVENESS
Michael Torres
B.A, SUNY Geneseo; M.A., Hofstra University

SENIOR DIRECTOR OF INSTITUTIONAL EFFECTIVENESS
Christina Cappellano
B.S.W., Molloy College; M.S.W., Fordham University; M.B.A., Molloy College
ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH
Kristie Conroy
B.A., Hofstra University; M.B.A., Molloy College

INSTITUTIONAL DATA ANALYST
James Pepe
B.S., Siena College; M.B.A., Manhattan College

INSTITUTIONAL EFFECTIVENESS SPECIALIST
Elissa Sharp
B.A., SUNY at Binghamton; M.A., Hofstra University

PROCESS IMPROVEMENT SPECIALIST
Vincent D’Accordo
B.A., M.B.A., Molloy College

APPLICATIONS DEVELOPER/IMPLEMENTATION SPECIALIST
David Murphy
B.A., SUNY Geneseo; B.A., Molloy College

SENIOR DIRECTOR OF INFORMATION TECHNOLOGY
Michael Olivo
B.S., M.B.A., Molloy College

DATABASE ADMINISTRATOR
Amos Chung
B.A., Tamsui Oxford College; M.S., New York Institute of Technology

SOFTWARE SUPPORT COORDINATOR / IT ASSET MANAGER
Azad Khan
CITAM, Networking Certificate Nassau Boces

SYSTEMS ANALYST
Joseph Zirkel
GDSI, Certificate

DIRECTOR OF NETWORKING SERVICES
Sean Laurie
B.S., Molloy College; Novell CNE; Microsoft MCP; Cisco Systems, CCNA

DIRECTOR OF NETWORK AND OPERATIONS
Roberto Arevalo
B.S., M.B.A., Molloy College
MCITP Certified; Cisco CCENT Certified; Citrix XenApp 5.0; A+ Certified

ASSOCIATE NETWORK MANAGER
Dominick Russell
Novell Master CNE; A+ Certified; Cisco CUCM/CUC Administrator

NETWORK TECHNICIAN
Bhash Ramrattan
Certified; Comptia A+, Net +, Security +

JUNIOR NETWORK ASSOCIATE
Maxwell Caroff
B.S., M.B.A., Molloy College

MANAGER, TECHNOLOGY SUPPORT SERVICES
Mauricio Palacios
A.A.S., Nassau Community College; B.A., Molloy College

HELPDESK SENIOR TECHNICAL SPECIALIST
Dennis Neary
A.A.S., Alfred State, SUNY College of Technology; B.A., University of Buffalo; MCP (Microsoft Certified Professional); MCDST (Microsoft Certified Desktop Support Technician)

SENIOR TECHNOLOGY SUPPORT SPECIALIST
David Friedrich
A.A.S., Nassau Community College; B.S., Molloy College

TECHNOLOGY SUPPORT SERVICES TECHNICIAN
Joseph Kuczyn
M.S., Molloy College

TECHNOLOGY SUPPORT SERVICES TECHNICIAN
Ben Sales
A.A.S., B.S., M.B.A., Molloy College

TECHNOLOGY SUPPORT SERVICES TECHNICIAN
Steven Tavares
A.A.S., Nassau Community College

TECHNOLOGY SUPPORT SERVICES TECHNICIAN
Danilo Berrezueta

MANAGER, ACADEMIC COMPUTING SERVICES
Stephen Lewis
B.S., Molloy College

DIRECTOR OF TECHNOLOGY LEARNING SERVICES
Cori Miller
B.A., Hofstra University; M.L.S., Queens College

ASSOCIATE DIRECTOR OF TECHNOLOGY LEARNING SERVICES
Timothy Gauss
B.S., Ithaca College; M.B.A., Molloy College

ASSISTANT VICE PRESIDENT FOR HUMAN RESOURCES
Lisa Miller
B.A., Bucknell University; M.S., Cornell University

BENEFITS ADMINISTRATOR
Peggy A. Hughes
A.A.S., Nassau Community College; B.A., Molloy College

ASSISTANT DIRECTOR OF HUMAN RESOURCES FOR RECRUITMENT AND COMPENSATION
Jessica Zuliani
B.S., St. John’s University

HRIS RECORDS COORDINATOR
Lilian Osorio
B.S., M.B.A., Molloy College

HUMAN RESOURCE GENERALIST
Una Milella
B.A., Queens College, CUNY

HUMAN RESOURCE ASSOCIATE
Alexandra Hamilton
B.S., Molloy College
Office of Student Affairs

VICE PRESIDENT FOR STUDENT AFFAIRS
Janine Payton
B.A., M.S.Ed., Hofstra University; Ed.D., Dowling College

DIRECTOR OF ATHLETICS
Susan Cassidy-Lyke
B.A., Molloy College; M.A., John Jay College of Criminal Justice

SENIOR ASSOCIATE DIRECTOR OF ATHLETICS FOR COMPLIANCE
Michael Grasso
B.A., Molloy College; M.A., Adelphi University

ASSISTANT DIRECTOR OF ATHLETICS
Kevin DesLauriers
B.S., Southampton College

ASSISTANT DIRECTOR OF ATHLETICS/SENIOR WOMAN ADMINISTRATOR
Brianna Fales
B.S., Dowling College; M.B.A., Molloy College

ASSISTANT DIRECTOR OF ATHLETICS FOR SPORTS MEDICINE
James Zegers
B.S., Molloy College; M.A., Adelphi University

ATHLETIC COMMUNICATIONS DIRECTOR
Kelly Thompson
B.S., M.S., St. John’s University

ATHLETIC COMMUNICATIONS ASSISTANT
Patrick McCormack
B.S., St. Francis College

ASSISTANT ATHLETIC TRAINER
Jessica Lombardo
B.S., Sacred Heart University

ASSISTANT ATHLETIC TRAINER
Deanna Sisti
B.S., M.S., LIU Brooklyn

ATHLETIC FUNDS COORDINATOR
Joseph Fucarino
B.A., Dowling College

DIRECTOR OF CAMPUS LIFE
Eryn Hornung
B.A. Molloy College; M.S., Adelphi University

ASSISTANT DIRECTOR OF CAMPUS LIFE
Pamela Ghigliotti
B.A., Binghamton University, SUNY; M.S., Pennsylvania State University

DIRECTOR OF COLLEGE IMAGE PRODUCTION AND CREATIVE STUDENT MEDIA
Francis Oliver
B.F.A., New York Institute of Technology

COORDINATOR OF MEDIA FOR STUDENT ENGAGEMENT
Matthew Brennan
B.A., Binghamton University, SUNY

DIRECTOR OF RESIDENCE LIFE
Karl Koeppel
B.A., Elmira College; M.Ed., University of Maine

RESIDENCE HALL DIRECTOR
Eugene Brady
B.S., Misericordia University

DIRECTOR OF PUBLIC SAFETY
Brian Connors
B.B.A., Hofstra University

ASSISTANT DIRECTOR OF PUBLIC SAFETY
Jason Houlihan
B.S., Empire State College

STUDENT HEALTH SERVICES NURSE
Anita Daleo
B.S., Molloy College

STUDENT HEALTH SERVICES NURSE
Danielle Giovannello
B.S., M.S., Molloy College

DIRECTOR OF CAREER SERVICES
Mary H. Brosnan
B.S., Siena College; M.B.A., Long Island University; J.D., St. John’s University

ASSISTANT DIRECTOR OF CAREER SERVICES
Cristen D’Accordo
B.S., Molloy College; M.S., SUNY at Stony Brook

DIRECTOR OF COUNSELING CENTER
Talita Ferrara
B.A., M.S., SUNY at New Paltz

LICENSED CLINICAL SOCIAL WORKER
Kathryn Schwartz
B.A., Wagner College; M.S.W., LIU Post

FEDERAL GRANT COORDINATOR
Dayna White
B.S., M.S., Molloy College

Office of the Treasurer

VICE PRESIDENT FOR FINANCE AND TREASURER
Susan Williams
B.S., LIU Post; M.B.A., Dowling College; D.M., Case Western University, C.P.A., New York State

ASSISTANT VICE PRESIDENT FOR FINANCE
Barbara Calissi
B.S., Bryant College; M.P.A., Columbia University; C.P.A., New York State

CONTROLLER
Dolores Cepeda
B.A., Queens College; C.P.A., New York State
SENIOR ACCOUNTANT
Josie Bello
B.B.A., Monroe College, M.B.A., Molloy College

PAYROLL ADMINISTRATOR
Robert Carlson

ASSISTANT DIRECTOR OF FINANCIAL REPORTING
Kathleen Hegdahl
B.S., SUNY at Old Westbury

ASSISTANT DIRECTOR OF ACCOUNTING
Paulie-Lynn Tedesco
B.S., M.B.A., Molloy College

STAFF ACCOUNTANT
Danielle Multari
B.S., M.B.A., Molloy College

ACCOUNTS PAYABLE ADMINISTRATOR
Donna Ferrara

ASSISTANT DIRECTOR OF CAMPUS SERVICES
Kevin Milella
B.S., Mount Saint Mary College; M.B.A., Molloy College

MAIL ROOM COORDINATOR
Granger Holt

PURCHASING MANAGER
Margaret Salute

PURCHASING COORDINATOR
Nancy Helly

ASSISTANT VICE PRESIDENT FOR FACILITIES
James Multari

ASSISTANT DIRECTOR OF FACILITIES
Robert J. Levey

MAINTENANCE FOREMAN
Ralph Reale

SPECIAL EVENTS COORDINATOR
Molly Ballerstein
B.A., Northeastern University

DIRECTOR OF COMPLIANCE
Matthew Albanese
B.A., Loyola College, Maryland; J.D., St. John’s University

ADMINISTRATIVE SERVICES
COORDINATOR
Catherine Holloway
S. ROSE TERESA AMOR, O.P.
PROFESSOR EMERITA
B.A., M.A., St. John’s University; Ph.D., Columbia University

MARIA BOUZON-SILVA
PROFESSOR EMERITA
B.A., St. Mary’s College; M.S., Hofstra University; D.A., SUNY at Stony Brook

LILLIAN BOZAK-DELEO
PROFESSOR EMERITA
B.S., Marquette University; M.S., New York University; Ph.D., Marquette University

S. MARIE M. BUCKLEY, C.I.J.
PROFESSOR EMERITA
B.S., St. John’s University; M.S., LIU Post

LOIS A. CAREY
PROFESSOR EMERITA
B.A., B.S.W., M.S.W., Adelphi University; Ph.D., New York University

SAMUEL W. CARPENTIER
PROFESSOR EMERITUS
B.A., SUNY at Oswego; M.A., Hofstra University; Ed.D., St John’s University

JOHN J. CLANCY, JR.
PROFESSOR EMERITUS
B.S., M.A., Columbia University; M.A., Johns Hopkins University; Ph.D., St. John’s University

MARY JOAN COLLISON
PROFESSOR EMERITA
B.A., St. Joseph’s College; M.S., Ph.D., New York University

KATHLEEN CONWAY
PROFESSOR EMERITA
B.A., College of New Rochelle; M.A., New York University; D.A., St. John’s University

DONALD S. CORNELIUS
PROFESSOR EMERITUS
B.A., Susquehanna University; M.Div., Lutheran Theological Seminary; M.A., Yale University; M.S.W., Adelphi University; D.S.W., Hunter College

S. JEAN DOMINICI DeMARIA, O.P.
PROFESSOR EMERITA
B.S., St. John’s University; M.S., SUNY at Buffalo; M.A., LIU Post; Ph.D., New York University

S. BERNADETTE M. DONOVAN, O.P.
PROFESSOR EMERITA
B.A., St. John’s University; M.S., Adelphi University; M.A., Hunter College; Ph.D., St. John’s University

ROGER DUPRE
PROFESSOR EMERITUS
B.A., M.A., Ph.D., St. John’s University

KAREN ANN EDWARDS
PROFESSOR EMERITA
B.B.A., Hofstra University; M.A., SUNY at Stony Brook; Ed.D., Hofstra University

CAROLE M. GERRITY
PROFESSOR EMERITA
B.S., Molloy College; M.S., Fordham University

JANE GILROY
PROFESSOR EMERITA
B.A., Molloy College; M.A., Hofstra University; Ph.D., Fordham University

CAROLE GUTTERMAN
PROFESSOR EMERITA
B.S., SUNY Downstate Medical Center; M.S., Ph.D., Adelphi University

CHARLES HOWLETT
PROFESSOR EMERITUS
B.A., Marist College; Ed.M., Columbia University; M.A., Ph.D., SUNY at Albany

S. MARGARET C. KAVANAGH, O.P.
PROFESSOR EMERITA
B.A., Molloy College; M.A., Saint Joseph Seminary; M.A., New York University; Ed.D., Columbia University

JOAN KENNY
PROFESSOR EMERITA
B.S., Adelphi University; M.A., New York University; Ph.D., Adelphi University

LORETTA LAGANA
PROFESSOR EMERITA
B.A., M.A., Hunter College; Ph.D., City University of New York

PETER LYNCH
PROFESSOR EMERITUS
B.A., M.A., Hofstra University; Ed.D., St. John’s University

LORRAINE MAGNANI
PROFESSOR EMERITA
B.S., Molloy College; M.A., New York University; Ph.D., Adelphi University

GRACE D. MATZEN
PROFESSOR EMERITA
B.S., St. Francis College; M.A., Hunter College

STEPHAN T. MAYO
PROFESSOR EMERITUS
A.B., St. Michael’s College; M.A., Ph.D., Fordham University

S.M. LEO FRANCIS MONAGHAN, O.P.
PROFESSOR EMERITA
B.S., M.S., St. John’s University

VIOLET M. MORLEY
PROFESSOR EMERITA
B.S., St. John’s University; M.S., St. Bonaventure University

JEANNINE D. MULDOON
PROFESSOR EMERITA
B.S., Boston College; M.S., Ph.D., University of Massachusetts at Amherst
S. MARY PAT NEYLON, O.P.
PROFESSOR EMERITA
B.A., Molloy College; M.A., Adelphi University; Ed.D., Nova Southeastern University

MARY ANN O’DONOGHUE
PROFESSOR EMERITA
B.A., Trinity College; M.A., Catholic University; M.A., Montclair State University; Ph.D., Hofstra University

C. VINCENT PANÉ
PROFESSOR EMERITUS
B.S., M.S., Ed.D., Hofstra University

JANE DINEEN PANEK
PROFESSOR EMERITA
B.S., St. John’s University; M.A., SUNY at Stony Brook

S. MARY JANE PHILLIPS
PROFESSOR EMERITA
B.S., St. John’s University; M.S., Adelphi University

S. FRANCIS DOMINICI PISCATELLA, O.P.
PROFESSOR EMERITA
B.A., M.S., St. John’s University

S. MARY WILLIAM POSTHAUER, O.P.
PROFESSOR EMERITA
B.A., M.A., St. John’s University; Ed.D., Columbia University

ANDREA SPATA
PROFESSOR EMERITA
B.A., Molloy College; M.A., Ph.D., Adelphi University

ELEANOR B. WAPNER
PROFESSOR EMERITA
B.S., M.A., New York University
Faculty - Full Time

SUSAN ALIMONTI
ASSISTANT PROFESSOR OF COMMUNICATIONS SCIENCES AND DISORDERS
ASSOCIATE DEAN AND DIRECTOR FOR GRADUATE SPEECH LANGUAGE PATHOLOGY
B.S., SUNY at Cortland; M.A., LIU Post; M. Phil., The Graduate Center, CUNY

LEONARD ANTINORI
ASSISTANT PROFESSOR OF VISUAL ARTS EDUCATION
B.A., Queens College, CUNY; M.S., Pratt Institute; P.D., Queens College, CUNY

MATTHEW APPLEGATE
DEPARTMENT CHAIRPERSON
ASSISTANT PROFESSOR OF DIGITAL HUMANITIES AND NEW MEDIA
B.A., Point Loma Nazarene University; M.A., Ph.D., Binghamton University, SUNY

TERESA C. APRIGLIANO
ASSOCIATE DEAN AND DIRECTOR FOR RN/DUAL DEGREE PROGRAMS
PROFESSOR OF NURSING
A.A.S., Pace University; B.S., M.S., Adelphi University; Ed.D., University of Sarasota

NORMADEANE ARMSTRONG
ASSOCIATE PROFESSOR OF NURSING
B.S., M.S., Molloy College; A.N.P., SUNY at Stony Brook; Ph.D., Touro University International

DANIEL R. BALL
ASSOCIATE PROFESSOR OF BUSINESS
B.S., Western New England; M.S., Lehigh University; M.S. Rensselaer Polytechnic Institute; Ph.D., University of Massachusetts

CHRISTINE BARROW
ASSOCIATE PROFESSOR OF CRIMINAL JUSTICE
B.A., Hofstra University; M.A., John Jay College of Criminal Justice; Ph.D., Rutgers University

PATRICIA BENNETT
ASSISTANT PROFESSOR OF NURSING
B.S., Syracuse University; M.S., Adelphi University

KRISTEN R. BLAKE
DEPARTMENT CHAIRPERSON
PROFESSOR OF HISTORY AND POLITICAL SCIENCE
B.A., University of Pittsburgh; M.A., California State University; Ph.D., Harvard University

ALEXANDRA R. BLIVEN
ASSISTANT PROFESSOR OF NURSING
A.A.S., Marymount Junior College, Florida; B.S., M.N., University of Florida

SAIHAN BORGHIJD
ASSOCIATE PROFESSOR OF BIOLOGY
B.S., Inner Mongolia University; Ph.D., The State University of New York, SUNY

GLEN BRAUCHLE
INSTRUCTOR OF BUSINESS
B.A., M.B.A., Hofstra University; CPA

S. ALICE BYRNES, O.P.
PROFESSOR OF ENGLISH
B.A., Molloy College; M.A., Georgetown University; D.A., St. John’s University

CHARLES V. CALLAHAN
PROFESSOR OF PSYCHOLOGY
B.S., M.A., St. John’s University; Ph.D., Adelphi University

CHERYL A. CAMENZULI
PROFESSOR OF PSYCHOLOGY
B.S., Long Island University; M.A., Ph.D., Fordham University

LAURA CANDELARIA
ASSISTANT PROFESSOR OF NURSING
B.S., Molloy College; M.S., F.N.P., SUNY at Stony Brook; Ph.D., Molloy College

MAUREEN E. CAREY
PROFESSOR OF SOCIAL WORK
B.A., Molloy College; M.S.W., Ph.D., Fordham University

JOHN CARPENTE
FOUNDER, EXECUTIVE DIRECTOR
REBECCA CENTER FOR MUSIC THERAPY AT MOLLOY COLLEGE
ASSOCIATE PROFESSOR OF MUSIC THERAPY
B.S., Molloy College; M.A., New York University; Ph.D., Temple University

HIWA YOUNG CARUSO
PROFESSOR OF ART
B.F.A., Ewha Woman’s University, Korea; M.F.A., University of Connecticut; Ed.D., Columbia University

JOHN CATALANO
INSTRUCTOR OF BUSINESS
B.A., Adelphi University; M.P.A., New York University

MARCIA CATON
PROFESSOR OF NURSING
M.S., Hunter College; Ph.D., New York University

AUDRA CERRUTO
ASSOCIATE DEAN AND DIRECTOR FOR GRADUATE EDUCATION PROGRAMS
ASSISTANT PROFESSOR OF EDUCATION
B.A., Skidmore College; Ed.M., Ph.D., Columbia University

CHRISTINE CERVINI
ASSOCIATE PROFESSOR OF NURSING
B.S., Molloy College; M.S., Hunter College; D.N.P., George Washington University

ERIC CIMINO
ASSISTANT PROFESSOR OF HISTORY AND POLITICAL SCIENCE
B.A., University of Delaware; M.A., University of Massachusetts-Boston; Ph.D., SUNY at Stony Brook

BRIAN COGAN
ASSOCIATE PROFESSOR OF COMMUNICATIONS
B.S., St. John’s University; M.A., Ph.D., New York University

VALERIE H. COLLINS
PROFESSOR OF NURSING
B.S., Molloy College; M.A., Ph.D., New York University
GERALDINE CORNELL
ASSOCIATE PROFESSOR OF NURSING
B.S., SUNY at Stony Brook; M.S., Adelphi University; Ed.D., LIU Post

ELIZABETH COTTER
ASSOCIATE PROFESSOR OF NURSING
B.S., M.S., Molloy College; Ph.D., Cappella University

MADELINE CRAIG
ASSISTANT PROFESSOR OF EDUCATION
B.A., M.F.A., Adelphi University; M.A., New York University; Ed.D., Columbia University

MERITTA B. CULLINAN
DEPARTMENT CHAIRPERSON
PROFESSOR OF SOCIOLOGY
B.A., Ohio Dominican College; M.A., The New School for Social Research; Ph.D., Fordham University

BERNADETTE D. CURRY
DEAN EMERITA, SCHOOL OF NURSING
PROFESSOR OF NURSING
B.S., Niagara University; M.S., Ph.D., SUNY at Buffalo

NOELLE CUTTER
DIRECTOR OF FIRST-YEAR LEARNING COMMUNITIES
ASSOCIATE PROFESSOR OF BIOLOGY
B.S., Molloy College; Ph.D., SUNY at Stony Brook

CHRISTINE D’AMBROSIO
ASSISTANT PROFESSOR OF NURSING
B.S., Columbia University; M.S., Adelphi University

PETER L. D’ANTONIO
ASSISTANT PROFESSOR OF BUSINESS
B.A., Princeton University; M.A., Ph.D., University of Pennsylvania

HIA DATTA
UNDERGRADUATE PROGRAM DIRECTOR, COMMUNICATION SCIENCES AND DISORDERS
ASSOCIATE PROFESSOR OF COMMUNICATION SCIENCES AND DISORDERS
B.S., M.S., All India Institute of Speech and Hearing, University of Mysore, India; Ph.D., The Graduate Center, CUNY

DAWN DISTEFANO
ASSOCIATE DEAN AND DIRECTOR FOR UNDERGRADUATE BUSINESS PROGRAMS
ASSISTANT PROFESSOR OF BUSINESS
A.A.S., Nassau Community College; B.B.A., Hofstra University; M.B.A., Dowling College; D.P.S., Pace University

DONNA DRISCOLL
PROFESSOR OF NURSING
B.S., Molloy College; M.S., SUNY at Stony Brook; Ph.D., Touro University International

HELEN GIBNEY DUBINSKY
ASSISTANT PROFESSOR OF NURSING
B.S.N., D’Youville College; M.S., Hunter College

PATRICIA ECKARDT
PROFESSOR OF NURSING
B.S., Empire State College, SUNY; M.Phil., Ph.D., The Graduate Center, CUNY

PATRICIA N. ECKARDT
ASSISTANT PROFESSOR OF EDUCATION
B.A., M.S.T., Ph.D., Fordham University

LORRAINE EMEGHEBO
ASSOCIATE PROFESSOR OF NURSING
B.S., St. Francis College; B.S., M.S., Adelphi University; Ed.D., Columbia University

KIMBERLY ENGELS
ASSISTANT PROFESSOR OF PHILOSOPHY
B.A., Luther College; M.A., Ph.D., Marquette University

ANN ECKARDT ERLANGER
ASSISTANT PROFESSOR OF PSYCHOLOGY
B.A., St. Joseph’s College; M.S., Psy.D., Hofstra University

JOHN A. ETERNO
ASSOCIATE DEAN AND DIRECTOR FOR GRADUATE CRIMINAL JUSTICE PROGRAM
PROFESSOR OF CRIMINAL JUSTICE
B.A., Queens College; M.S., New York Institute of Technology; M.A., Ph.D., University at Albany, SUNY

JODI EVANS
PROFESSOR OF BIOLOGY
B.S., Molloy College; M.S., University of Nevada; Ph.D., St. John’s University

SARAH EVANS
ASSISTANT PROFESSOR OF DIGITAL HUMANITIES AND NEW MEDIA
B.A., University of Scranton; M.A., Syracuse University; Ph.D., North Carolina State University

A. NICHOLAS FARGNOLI
PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES AND ENGLISH
B.A., St. Francis College; M.A., Catholic University; Ph.D., Marquette University

MARY E. FASSETTA
ASSOCIATE PROFESSOR OF NURSING
B.S., Molloy College; M.S., Adelphi University; Ed.D., Columbia University

VERONICA FEEG
ASSOCIATE DEAN AND DIRECTOR, DOCTORAL PROGRAM IN NURSING (Ph.D.)
PROFESSOR OF NURSING
B.S.N., Villanova University; M.A., New York University; Ph.D., Pennsylvania State University

MICHAEL FINNEGAN
INSTRUCTOR OF NURSING
A.A.S., St. Vincent’s School of Nursing; B.S., St. Francis College; M.S., Central Michigan University; Ph.D., Molloy College

MARC B. FISCHER
PROGRAM DIRECTOR, NUCLEAR MEDICINE TECHNOLOGY
ASSISTANT PROFESSOR OF NUCLEAR MEDICINE TECHNOLOGY
A.S. in Medical Technology, Farmingdale State College, SUNY; B.S., SUNY at Buffalo; M.B.A., Adelphi University
DONNA M. FITZGERALD
DEPARTMENT CHAIRPERSON
ASSISTANT PROFESSOR OF RESPIRATORY CARE
A.A.S., Nassau Community College; B.S., Molloy College; M.S., Adelphi University

HENRY FONTE
DEPARTMENT CHAIRPERSON
PROFESSOR OF THEATRE ARTS
B.A., M.A.T., University of Florida

MATTHEW R. FOSTER
PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
B.A., Earlham College; M.A., Ph.D., The University of Chicago, Divinity School

MELISSA GEBBIA
DEPARTMENT CHAIRPERSON
PROFESSOR OF PSYCHOLOGY
B.A., Adelphi University; M.S., Baruch College; Ph.D., The Graduate Center, CUNY

ANNA GEORGE
ASSISTANT PROFESSOR OF NURSING
B.S., College of Nursing, Kottayam, Kerala, India; M.S., Ph.D., Molloy College

JOAN GINTY
ASSOCIATE DEAN AND DIRECTOR, DOCTOR OF NURSING PRACTICE PROGRAM (D.N.P.)
ASSOCIATE PROFESSOR OF NURSING
B.S., Pace University; M.S., SUNY at Stony Brook; D.N.P., Simmons College

NOREEN GIORDANO
ASSOCIATE PROFESSOR OF NURSING
B.S., St. Joseph's College; M.S., D.N.P., SUNY at Stony Brook

VICKY GIOUROUKAKIS
PROFESSOR OF EDUCATION
B.A., New York University; M.A., Columbia University; Ph.D., University of Pennsylvania

ROBERT D. GOCH
ASSOCIATE PROFESSOR OF BUSINESS
B.A., Ph.D., J.D., University at Buffalo, SUNY

CAROL BALLATO GUARCELLO
ASSISTANT PROFESSOR OF PSYCHOLOGY
B.A., M.A., St. John’s University

BRUCE L. HALLER
ASSOCIATE DEAN AND DIRECTOR FOR GRADUATE BUSINESS PROGRAMS
ASSOCIATE PROFESSOR OF BUSINESS
B.A., M.B.A., Adelphi University; J.D., Brooklyn Law School; CFP

NATALIE HAMMERMAN
ASSISTANT PROFESSOR OF MATHEMATICS AND COMPUTER STUDIES
B.A., M.A., Queens College, CUNY; M.S., St. John’s University; M.Phil., Ph.D., The Graduate Center, CUNY

MICHAEL J. HARTMAN
PROGRAM DIRECTOR, CARDIOVASCULAR TECHNOLOGY
ASSISTANT PROFESSOR OF CARDIOVASCULAR TECHNOLOGY
B.S., Thomas Jefferson University; M.S., University of St. Francis

LA-SAUNDRA P. HAYNES
DIRECTOR OF CLINICAL EDUCATION, RESPIRATORY CARE
ASSISTANT PROFESSOR OF RESPIRATORY CARE
A.A.S., Nassau Community College; B.S., SUNY at Old Westbury; M.S., The New School for Social Research

DONALD HAZLITT
ASSISTANT PROFESSOR OF ART
B.A., Sonoma State University; M.A., California State University at Sacramento; M.F.A., Vermont College

DAMIAN WARD HEY
PROFESSOR OF ENGLISH
B.A., Columbia University; Ph.D., SUNY at Stony Brook

NONA HOLMES
ASSISTANT PROFESSOR OF NURSING
B.S., M.S., SUNY at Stony Brook; D.N.P., University of Tennessee

MARK JAMES
ASSOCIATE PROFESSOR OF ENGLISH
B.A., University of Southern California; M.A., University of Hawaii at Manoa; Ph.D., University of Chicago

JUDITH JAMES - BORGA
ASSOCIATE PROFESSOR OF NURSING
B.S.N., Mercy College; M.S., Hunter College; Ph.D., The Graduate Center, CUNY

DEBRA KANTOR
ASSOCIATE PROFESSOR OF NURSING
B.S., New Jersey City University; M.S., Hunter College; Ph.D., Adelphi University

JANICE KELLY
DEPARTMENT CHAIRPERSON
ASSOCIATE PROFESSOR OF COMMUNICATIONS

THOMAS KENNY
DIRECTOR, MEDIA FACILITIES
INSTRUCTOR OF COMMUNICATIONS
B.A., Molloy College; M.A., New York Institute of Technology

DENIESE KENNEDY-KOLLAR
DEPARTMENT CHAIRPERSON
ASSOCIATE PROFESSOR OF CRIMINAL JUSTICE
B.A., SUNY at Stony Brook; M.S., John Jay College of Criminal Justice; Ph.D., The Graduate Center, CUNY

STEVEN KENT
ASSISTANT PROFESSOR OF BUSINESS
B.A., SUNY at Stony Brook; M.B.A., New York University; Ph.D., Iowa State University

LAURA KESTEMBERG
ASSOCIATE DEAN AND DIRECTOR FOR M.S. IN CLINICAL MENTAL HEALTH COUNSELING
ASSOCIATE PROFESSOR OF PSYCHOLOGY
B.A., Haverford College; M.A., Ph.D., Adelphi University

SEUNG-A KIM
ASSOCIATE PROFESSOR OF MUSIC THERAPY
B.A., Ewha Womens University, Korea; B.A., Molloy College; M.A., New York University; Ph.D., Temple University
JEANNE E. KIMPEL
ASSISTANT PROFESSOR OF SOCIOLOGY
B.A., Molloy College; M.A., Ph.D., Fordham University

ROBERT JOSEPH KINPOITNER
DEPARTMENT CHAIRPERSON
PROFESSOR OF ENGLISH
B.A., Manhattan College; M.A., Columbia University; Ph.D., Fordham University

ROBERT KISSELL
ASSISTANT PROFESSOR OF BUSINESS
B.S., M.S., SUNY at Stony Brook; M.S., Hofstra University; Ph.D., Fordham University

LINDA KRAEMER
ASSOCIATE DEAN AND DIRECTOR FOR UNDERGRADUATE EDUCATION PROGRAMS
ASSOCIATE PROFESSOR OF EDUCATION
B.A., Queens College, CUNY; M.S., LIU Post; Ed.D., St. John’s University

ALIYA KUERBAN
ASSOCIATE PROFESSOR OF NURSING
B.A., Central University for Nationalities, China; M.S., College of St. Rose; M.S., Pace University; Ph.D., Fordham University

SUNIL KUMAR
ASSISTANT PROFESSOR OF BIOLOGY
B.S., Guru Jambheshwar University, India; M.S., Ph.D., St. John’s University

MARY KUSENDA
ASSOCIATE PROFESSOR OF BIOLOGY
B.Sc., Ph.D., SUNY at Stony Brook

KATHLEEN M. LAMAUTE
PROFESSOR OF NURSING
B.S., Empire State College, SUNY; M.A., Adelphi University; M.S., Pace University; Ed.D., California Coast University

JENNY LAMONICA
ASSISTANT PROFESSOR OF ART
B.A., Sonoma State University; M.A., Syracuse University; Ph.D., Graduate Theological Union

LUIS R. LANDRÓN
PROFESSOR OF SPANISH
B.A., University of Puerto Rico; M.A., Ph.D., The Graduate Center, CUNY

ANN LANGAN
ASSOCIATE PROFESSOR OF NURSING
B.S., M.S., Molloy College; D.N.P., Case Western Reserve University

CONNIE Lasher
DEPARTMENT CHAIRPERSON
PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
B.A., Pennsylvania State University; M.S., Antioch University, New England; M.A., Andover Newton Theological School; Ph.D., Boston College

SEATBYUL DIANE LEE
ASSOCIATE PROFESSOR OF NURSING
B.S., In-Ha University, Korea; M.S., SUNY at Stony Brook; D.N.P., Columbia University

Li Li
PROFESSOR OF BIOLOGY
B.S., Beijing Union University, China; Ph.D., St. John’s University

MAUREEN L. MACKENZIE-RUPPEL
DEAN OF THE SCHOOL OF BUSINESS
PROFESSOR OF BUSINESS
B.A., Molloy College; M.B.A., Dowling College; Ph.D., LIU Post; PHR

JOANNE MANNING-BAKER
ASSISTANT PROFESSOR OF NURSING
A.A., Nassau Community College; B.S., Molloy College; M.S., Adelphi University

JENNIFER MANNINO
ASSOCIATE PROFESSOR OF NURSING
B.S., Molloy College; M.S., M.A., New York University; Ph.D., Molloy College

MICHAEL MARINO
INSTRUCTOR OF CHEMISTRY
B.S., M.S., Ed.D., Hofstra University

ENRIQUE MARTINEZ - BOGO
DEPARTMENT CHAIRPERSON
ASSOCIATE PROFESSOR OF SPANISH
B.A., M.A., Ph.D., Universidad de Santiago de Compostela, Spain

JEFFRY MASSEY
PROFESSOR OF ENGLISH
B.A., Bucknell University; A.M., Washington University; M.A., Bucknell University; Ph.D., Emory University

CHRISTOPHER MASSONE
DEPARTMENT CHAIRPERSON
ASSOCIATE PROFESSOR OF CHEMISTRY
B.S., Fordham University; Ph.D., The Graduate Center, CUNY

KERRY MASTRANGELO
ASSOCIATE PROFESSOR OF NURSING
A.A.S., Phillips Beth Israel School of Nursing; B.S., M.S., Molloy College; D.N.P., Case Western Reserve University

MARIA MAZALKOVA
ASSISTANT PROFESSOR OF CARDIOVASCULAR TECHNOLOGY
M.D., Grodno State Medical University

MELISSA McCARDLE
PROFESSOR OF SOCIAL WORK
B.A., Hofstra University; M.S.W., New York University; M.Phil., Ph.D., The Graduate Center, CUNY

MARY McCORMACK
ASSISTANT PROFESSOR OF NURSING
B.S.N., Niagara University; M.S., D.N.P., Molloy College

DANIEL Mcgann
ASSOCIATE DEAN FOR UNDERGRADUATE STUDIES
DIRECTOR, HONORS PROGRAM
ASSISTANT PROFESSOR OF MUSIC
B.F.A., M.A., LIU Post

AMY MEYERS
DIRECTOR, FIELD EDUCATION FOR SOCIAL WORK
ASSOCIATE PROFESSOR OF SOCIAL WORK
B.A., M.S.W., Ph.D., Hunter College
PAMELA MARIE MONACO  
PREMEDICAL/HEALTH PROFESSIONS ADVISOR  
PROFESSOR OF BIOLOGY  
B.S., St. John’s University; M.D., Universidad del Noreste School of Medicine, Mexico

GERALDINE MOORE  
PROFESSOR OF NURSING  
A.A.S., Queensborough Community College; B.S., M.S., Molloy College; Ed.D., Dowling College

ANDREA MORGAN - EASON  
ASSOCIATE PROFESSOR OF NURSING  
B.S., Adelphi University; M.S., Hofstra University; M.S., Molloy College; Ph.D., Adelphi University

KATHLEEN MORRISON  
CLINICAL SUPERVISOR, NUCLEAR MEDICINE TECHNOLOGY  
ASSISTANT PROFESSOR OF NUCLEAR MEDICINE TECHNOLOGY  
B.S., Manhattan College; M.S., Molloy College

MAUREEN MOULDER  
ASSOCIATE PROFESSOR OF NURSING  
B.S., M.S., Molloy College; M.P.A., LIU Post; Ed.D., Dowling College

LOIS BIGGIN MOYLAN  
PROFESSOR OF NURSING  
B.S., M.S., Ph.D., Adelphi University

PATRICIA MULVANEY - ROTH  
INSTRUCTOR OF NURSING  
B.S., M.S., Adelphi University

JACQUELINE NENCHIN  
ASSOCIATE PROFESSOR OF ENGLISH  
B.A., SUNY at Oswego; M.A., Vanderbilt University; M.S., Molloy College; Ph.D., Macquarie University

LISA ZAKIYA NEWLAND  
DEPARTMENT CHAIRPERSON  
B.S.W., Morgan State University; M.S.W., Fordham University; Ph.D., Yeshiva University

DONNA MAURO NEWMAN  
DEPARTMENT CHAIRPERSON  
ASSISTANT PROFESSOR OF PHYSICAL EDUCATION  
B.A., Molloy College; M.S., Hofstra University

BRIAN NOLL  
ASSISTANT PROFESSOR OF BUSINESS  
B.S., SUNY at Oneonta; M.B.A., Molloy College; D.P.S., (ABD) Pace University

JOANNE O’BRIEN  
DEAN OF THE SCHOOL OF EDUCATION AND HUMAN SERVICES  
PROFESSOR OF EDUCATION  
B.A., Fordham University; M.Ed., Boston College; Ed.D., Columbia University

CHRISTOPHER O’CONNOR  
ASSISTANT PROFESSOR OF THEATRE ARTS  
B.F.A., Carnegie Mellon University; M.F.A., Rutgers University, Mason Gross School of Arts

S. JUDY OLSEN, O.P.  
ASSISTANT PROFESSOR OF BUSINESS  
B.A., Molloy College; B.S., St. John’s University; M.S., Hunter College; M.B.A., St. John’s University; CPA

BRIAN O’NEILL  
INSTRUCTOR OF BUSINESS  
B.S., Marquette University; M.B.A., University of Notre Dame

JEAN MARIE OSBORNE  
ASSISTANT PROFESSOR OF NURSING  
B.S., M.S., Molloy College; D.N.P., Case Western Reserve University

ANNMARIE PARASCZUCK  
PROFESSOR OF NURSING  
B.S., Adelphi University; M.S., Boston University; Ed.D., St. John’s University

RANDY PELLEW  
ASSISTANT PROFESSOR OF NURSING  
A.S., Queensborough Community College; B.S., University of Guyana; M.S., Molloy College; D.N.P., Frontier Nursing University

FREIDA L. PEMBERTON  
PROFESSOR OF NURSING  
A.A., NYC Community College, Brooklyn; B.S., City College-Mt. Sinai School of Nursing; M.A., New York University; Ph.D., Walden University

SHARON PLACELLA  
ASSOCIATE PROFESSOR OF NURSING  
B.S., SUNY at Utica; M.S., D.N.P., SUNY at Stony Brook

ANGELES J. PLACER  
ASSISTANT PROFESSOR OF SPANISH  
B.A., Universidad of Puerto Rico; M.A., Ph.D., Cornell University

HOWARD PONZER  
DEPARTMENT CHAIRPERSON  
PROFESSOR OF PHILOSOPHY  
B.A., Washington College; M.A., Ph.D., The New School for Social Research

E. DEIDRE PRIBRAM  
PROFESSOR OF COMMUNICATIONS  
B.A., University of Toronto; M.F.A., Temple University; Ph.D., Sheffield Hallam University, England

ALPHONSO QUINONES  
PROGRAM DIRECTOR, RESPIRATORY CARE  
ASSOCIATE PROFESSOR OF ALLIED HEALTH SCIENCES  
B.S., University of the State of New York Regents College; M.A., Empire State College, SUNY; D.H.A., University of Phoenix

MICHIEL RAMPAL  
ASSISTANT PROFESSOR OF MUSIC AND MUSIC EDUCATION  
B.M., Ithaca College; M.M., Eastman School of Music

LELIA M. ROECKELL  
PROFESSOR OF HISTORY AND POLITICAL SCIENCE  
B.A., Trinity College; D.Phil., St. Peter’s College, University of Oxford

MERYL ROSENBLATT  
ASSISTANT PROFESSOR OF BUSINESS  
B.A., SUNY at Stony Brook; M.B.A., Baruch College; D.P.S., Pace University
SUSANA RUBIO
PROFESSOR OF SPANISH
B.A., Universidad Complutense de Madrid; M.A., Ph.D., SUNY at Stony Brook

MICHAEL S. RUSSO
PROFESSOR OF PHILOSOPHY
B.A., Fordham University; M.A., St. Joseph’s Seminary; M.A., Ph.D., Catholic University of Leuven

MICHAEL SANTANIELLO
ASSOCIATE PROFESSOR OF SOCIOLOGY
B.A., SUNY at Stony Brook; M.A., M.Phil., Ph.D., Columbia University

MAUREEN M. SANZ
PROFESSOR OF BIOLOGY
B.A., Skidmore College; M.S., Ph.D., Fordham University

DIANE SAULLE
ASSISTANT PROFESSOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., SUNY at Stony Brook; M.A., Columbia University; M.Phil., Ph.D., Adelphi University

JASON SCHANKER
ASSOCIATE PROFESSOR OF COMPUTER STUDIES
B.S., Duke University; M.Phil., Ph.D., The Graduate Center, CUNY

ROSE SCHECTER
ASSOCIATE DEAN AND DIRECTOR FOR UNDERGRADUATE NURSING PROGRAM
PROFESSOR OF NURSING
B.S., Hunter College; M.A., New York University; Ph.D., Adelphi University

MARJORIE SCHIERING
PROFESSOR OF EDUCATION AND ENGLISH
B.S., Ohio State University; M.S., College of New Rochelle; Ed.D., St. John’s University

BARBARA T. SCHMIDT
ASSISTANT VICE PRESIDENT FOR ACADEMIC AFFAIRS
ADJUNCT PROFESSOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., M.S., Adelphi University; Ph.D., The Graduate Center, CUNY

KATHERINE G. SCHMIDT
ASSISTANT PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
B.A., Mount Saint Mary College; M.A., Ph.D., University of Dayton

MUBINA SCHROEDER
ASSOCIATE PROFESSOR OF EDUCATION
B.A., Barnard College; M.A., Ph.D., New York University

EILEEN SHAH
ASSISTANT PROFESSOR OF NURSING
B.S., Hunter College; M.A., New York University

KEVIN SHEEHAN
ASSOCIATE PROFESSOR OF EDUCATION
B.A., M.A., University at Albany, SUNY; Ed.D., Hofstra University

VICTORIA SIEGEL
PROFESSOR OF NURSING
B.S., Adelphi University; M.S.N., University of California at San Francisco; Ed.D., Dowling College

ETHEL SIMMONS - ULRICH
ASSOCIATE PROFESSOR OF NURSING
M.S., Molloy College; D.N.P., Loyola University, New Orleans

SUZANNE SOREL
ASSOCIATE DEAN AND DIRECTOR FOR GRADUATE MUSIC THERAPY PROGRAM
PROFESSOR OF MUSIC THERAPY
B.S., SUNY at New Paltz; M.A., New York University; D.A., New York University

JORGE SOSA
DEPARTMENT CHAIRPERSON
ASSOCIATE PROFESSOR OF MUSIC
Licentiate Diploma in Composition, Centro de Investigacion Y Estudios Musicales; M.M., Mannes College of Music; D.M.A., University of Missouri, Kansas City

AMANDIA SPEAKES-LEWIS
COORDINATOR FOR AGING STUDIES / GERONTOLOGY MINOR
ASSOCIATE PROFESSOR OF SOCIAL WORK
B.A., M.S.W., SUNY at Stony Brook; Ph.D., Adelphi University

ALICIA STONE
ASSOCIATE PROFESSOR OF NURSING
B.S., Hunter College; M.S., Boston University; Ph.D., Molloy College

CHRISTOPHER G. SULLIVAN
ASSOCIATE PROFESSOR OF CRIMINAL JUSTICE
A.A., Queensborough Community College; B.S., John Jay College of Criminal Justice; M.P.S., LIU Post.; J.D., St. John’s University School of Law

JOHN T. TANACREDI
PROFESSOR OF EARTH AND ENVIRONMENTAL STUDIES
B.S., Richmond College; M.S., Hunter College; Ph.D., Polytechnic University

LINDA SILVA THOMPSON
ASSOCIATE DEAN OF ACADEMIC ASSESSMENT
ASSOCIATE PROFESSOR OF BUSINESS
B.S., Springfield College; M.S., Bay Path College; M.P., Ph.D. The New School

S. VICKI TOALE, O.P.
DEPARTMENT CHAIRPERSON FOR INTERDISCIPLINARY STUDIES
ASSOCIATE PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
B.A., Molloy College; M.A., Manhattan College; M.Div., Immaculate Conception Seminary; D.Min., Graduate Theological Foundation

ANTHONY J. TOLVO
PROFESSOR OF BIOLOGY
B.S., Manhattan College; M.S., Fairleigh Dickinson University; Ph.D., New York University

MANYIU TSE
DEPARTMENT CHAIRPERSON
ASSOCIATE PROFESSOR OF MATHEMATICS AND COMPUTER STUDIES
B.A., Binghamton University, SUNY; Ph.D., University at Albany, SUNY
ANNE TUMBARELLO
ASSOCIATE PROFESSOR OF NURSING
B.S., SUNY at Plattsburgh; M.S., SUNY at Stony Brook; Ed.D., California Lutheran University

DEBORAH UPTON
ASSOCIATE PROFESSOR OF MATHEMATICS
B.A., Binghamton University, SUNY; M.A., Boston College; Ed.D., Boston University

PAUL D. VAN WIE
ASSOCIATE PROFESSOR OF HISTORY AND POLITICAL SCIENCE
B.A., M.A., LIU Post; Ph.D., The Graduate Center, CUNY

ELIZABETH VIDAUERRE
ASSISTANT PROFESSOR OF MATHEMATICS
B.A., University of Rochester; Ph.D., The Graduate Center, CUNY

DIANE VITALE
INSTRUCTOR OF BUSINESS
B.A., Queens College, CUNY; M.B.A., Dowling College

SUSAN VITALE
PROFESSOR OF NURSING
A.A., Nassau Community College; B.S., University at Albany, SUNY; M.S., SUNY at Stony Brook; Ph.D., New York University

DENISE WALSH
ASSOCIATE DEAN AND DIRECTOR FOR GRADUATE NURSING PROGRAMS
ASSOCIATE PROFESSOR OF NURSING
B.S., Marywood University; M.S., Sacred Heart University; Ph.D., University of Connecticut

MAUREEN T. WALSH
PROFESSOR OF EDUCATION
B.A., Molloy College; M.Ed., Catholic University, Puerto Rico; Ed.D., University of Puerto Rico

MICHAEL WAMSER
PROFESSOR OF PRACTICE OF THEATRE ARTS
B.A., DeSales University; M.F.A., Ohio University, The Professional Actor Training Program

MARGARET WHELAN
PROFESSOR OF NURSING
B.S., Hunter College; M.S., Lehman College; Ed.D., Columbia University

SANDRA WHITE
DEPARTMENT CHAIRPERSON
ASSISTANT PROFESSOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., M.A., Hofstra University; Ph.D., New York University

MARCIA WILLIAMS-HAILEY
ASSISTANT PROFESSOR OF NURSING
B.S., Medgar Evers College; M.S., Ph.D., Molloy College

JOHN H. WINTER
PROFESSOR OF CHEMISTRY, EARTH SCIENCE AND ENVIRONMENTAL STUDIES
B.A., M.A., Northern Arizona University; Ed.D., Columbia University

FRANCINE WISNEWSKI
ASSISTANT PROFESSOR OF EDUCATION
B.A., M.S., St. John’s University

SHERYL WOLKOWITZ
ASSISTANT PROFESSOR OF NURSING
B.S., SUNY at Stony Brook; M.S.N., University of Illinois; D.N.P., Case Western Reserve University

JOHN YANOVITCH
ASSOCIATE PROFESSOR OF PHILOSOPHY
B.S., Manhattan College; M.S., Queens College, CUNY; M.A., Ph.D., Fordham University

CAROLE ZARCONE
ASSISTANT PROFESSOR OF NURSING
B.S., North Carolina State University; B.S., M.S., Molloy College; D.N.P., Case Western Reserve University
THUSHARA ABEYWEERA  
ADJUNCT ASSISTANT PROFESSOR OF CHEMISTRY  
B.S., University of Peradeniya, Sri Lanka; M.Phil., Ph.D., The Graduate Center, CUNY

NAGELA ADIMANDO  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., New York University; M.S., Molloy College

ROBERT AKESON  
ADJUNCT INSTRUCTOR OF BUSINESS  
B.A., Washington College; M.B.A., New York University

JOHN ALBERDA  
ADJUNCT INSTRUCTOR OF SOCIOLOGY  
B.A., Molloy College; M.A., Queens College, CUNY

MICHAEL ALESI  
ADJUNCT INSTRUCTOR OF COMPUTER STUDIES  
B.A., M.S., Molloy College

PASQUALE ALESSI  
ADJUNCT INSTRUCTOR OF GEOGRAPHY  
B.S., M.A., SUNY at Stony Brook

FRANCES ALFARO  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., LIU Brooklyn; M.S., Kaplan University

MARGARET AMODEMO  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., Molloy College; M.S., SUNY at Stony Brook

MICHAEL ANDREWS  
ADJUNCT ASSISTANT PROFESSOR OF HISTORY AND POLITICAL SCIENCE  
B.A., M.A., Ph.D., St. John’s University

MARGARET ANNUNZIATO  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., Molloy College; M.S., SUNY at Stony Brook

EMILY ANSCHLOWAR  
ADJUNCT INSTRUCTOR OF BIOLOGY  
B.S., Texas Christian University; M.S., Louisiana State University; R.D., Nicholls State University

ROBIN APPEL  
ADJUNCT INSTRUCTOR OF PHYSICAL EDUCATION  
B.A., Sarah Lawrence College

JANET ARZBERGER  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., Wagner College; M.S., Molloy College

JOANNE ASCHER  
MOLLOY COLLEGE, SPEECH, LANGUAGE AND HEARING CENTER DIRECTOR  
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS  
B.S., Hofstra University; M.S., Adelphi University

REV. K.J. AUGUSTINE  
ADJUNCT ASSISTANT PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES  
B.A., St. Francis de Sales College; M.A., St. Peter’s Pontifical Institute; Ph.D., Institute Catholique

RAIFE BAKER  
ADJUNCT PROFESSOR OF THEATRE ARTS  
B.A., Emory University; M.F.A., American Conservatory Theater

SONIA BAKER  
ADJUNCT ASSISTANT PROFESSOR OF NURSING  
B.S., Binghamton University, SUNY; M.A., Columbia University; Ph.D., New York University

HELEN BALLAS  
ADJUNCT ASSISTANT PROFESSOR OF SOCIAL WORK  
B.A., M.S.W., Ph.D., Adelphi University

REV. H. GAYLON BARKER  
ADJUNCT ASSOCIATE PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES  
B.A., North Dakota State University; M. Div., Luther Theological Seminary; M. Phil., Ph.D., Drew University

LOIS BASILE  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., Molloy College; M.S., Lehman College

STEPHANIE BASSE  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., College of Mount Saint Vincent; M.S., Mercy College

SAMANTHA BASSLER  
ADJUNCT ASSISTANT PROFESSOR OF MUSIC  
B.M., Nyack College; M.St., Merton College, Oxford; M.A., Rutgers University; Ph.D., Open University (UK)

EDNER BATAILLE  
ADJUNCT INSTRUCTOR OF BUSINESS  
B.B.A., University of Montreal, Canada; M.A., University of Miami; M.S., Sorbonne-Paris University, France

BETHUEL BAYAWA  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., M.A., DODT, Cebu Doctor’s College, Philippines

KAREN BECK  
ADJUNCT INSTRUCTOR OF COMMUNICATIONS  
B.A., York College of Pennsylvania; M.A., Baruch College

SAM BEN-MEIR  
ADJUNCT ASSISTANT PROFESSOR OF PHILOSOPHY  
B.L.A., University of Miami; M.A., Ph.D., The New School for Social Research

GEORGE BERARDINELLI  
ADJUNCT PROFESSOR OF MUSIC  
B.A., M.M., Manhattan School of Music

PAULA BERARDINELLI  
ADJUNCT ASSOCIATE PROFESSOR OF MUSIC  
B.S., Hunter College; M.S., LIU Post; Ph.D., New York University

MICHAEL L. BETZAG  
ADJUNCT INSTRUCTOR OF BUSINESS  
B.S., College of Staten Island, CUNY; M.B.A., St. John’s University
DIANA M. BIER
AUXILIARY PART-TIME INSTRUCTOR OF BUSINESS
B.A., Queens College, CUNY; M.B.A., New York University; CPA

STEPHEN J. BIER
ASSOCIATE DEAN FOR STRATEGIC BUSINESS INITIATIVES
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., College of the Holy Cross; M.B.A., Adelphi University; CPA

IRENE K. BOSSERT
ADJUNCT INSTRUCTOR OF CHEMISTRY
B.A., Hofstra University; M.A., SUNY at Stony Brook

YOLANDA BOVIAN
ADJUNCT INSTRUCTOR OF NURSING
A.A.S., Manhattan Community College; B.S.N., M.S.N., Lehman College

DARLEEN BRAUNSCHWEIGER
ADJUNCT INSTRUCTOR OF BUSINESS
B.S., University of Connecticut; M.A., Hunter College, CUNY; J.D., Hofstra University

RUTH BREIDENBACH
ADJUNCT INSTRUCTOR OF MUSIC
B.A., Dowling College; M.S., Adelphi University

KRISTEN BRELSFORD
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., St. John’s University; M.S., Adelphi University

JOAN BRITTINGHAM
ADJUNCT INSTRUCTOR OF MUSIC
B.M., West Virginia University; M.M., Baylor University

ELAINE BROWN
ADJUNCT INSTRUCTOR OF NURSING
B.S., Lehman College; M.S., SUNY at Stony Brook

NATHANIEL BROWN
ADJUNCT INSTRUCTOR OF PHILOSOPHY
B.A., Union College; M.A., Tufts University

RENEE BUONAGURO
ADJUNCT INSTRUCTOR OF NURSING
B.A., B.S., M.S., Molloy College

JAMES BULLERI
ADJUNCT INSTRUCTOR OF THEATRE ARTS
B.F.A., New York University, Tish School of the Arts

KELLI BURGOS
ADJUNCT INSTRUCTOR OF BUSINESS
B.B.A., M.B.A., Hofstra University

ELAINE DEHAN BURGER
ADJUNCT ASSISTANT PROFESSOR OF NURSING
B.S., Cornell University; M.S., St. John’s University

GREGORY BUZZELL
ADJUNCT ASSISTANT PROFESSOR OF BIOLOGY
B.A., M.S., LIU Post; D.C., New York Chiropractic College

MARGARET BYRNES
ADJUNCT INSTRUCTOR OF ENGLISH
B.A., St. Joseph’s College; M.A., Fordham University

STEPHANIA CAJUSTE
ADJUNCT INSTRUCTOR OF GERONTOLOGY
B.A., Lehman College; M.S.W., Yeshiva University

DANIEL CALDERONE
ADJUNCT ASSISTANT PROFESSOR OF PSYCHOLOGY
B.S., Carnegie Mellon; Ph.D., The Graduate Center, CUNY

ROBERT A. CALLIENDO
AUXILIARY PART-TIME INSTRUCTOR OF BUSINESS
B.A., Queens College, CUNY; M.B.A., Adelphi University

ANTHONY CANTIELLO
ADJUNCT ASSISTANT PROFESSOR OF SOCIOLOGY
B.A., M.A., The City College of New York, CUNY

LAUREN CAPO
ADJUNCT INSTRUCTOR OF COMMUNICATIONS
B.A., M.A., Hofstra University

BRENDAN CAPUTO
ADJUNCT INSTRUCTOR OF COMMUNICATIONS
B.A., Stonehill College; M.S.Ed., Hofstra University

JEAN-BAPTISTE CARELUS
ADJUNCT INSTRUCTOR OF BUSINESS AND COMPUTER STUDIES
B.A., SUNY at Old Westbury; M.A., Brooklyn College, CUNY

PAMELA CARLTON
ADJUNCT INSTRUCTOR OF MUSIC
B.S., M.S., Molloy College

ADRIENNE M. CARROLL - CONLON
MBA COORDINATOR/ADMINISTRATOR
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., Marist College; M.B.A., Fordham University

JILLIAN CARUCCI
ADJUNCT PROFESSOR OF THEATRE ARTS
B.A., Rider University

JOANNE CASATELLI
ADJUNCT ASSISTANT PROFESSOR OF NURSING
B.S., M.S., Adelphi University

CATHY JO CATALANO
ADJUNCT INSTRUCTOR OF NURSING
B.S., Pace University; M.S., Molloy College

RONALD D. CAVALLARO
ADJUNCT INSTRUCTOR OF MATHEMATICS
B.S., St. John’s College; M.A., St. John’s University

DONNA CEMPA - DANZIGER
ADJUNCT INSTRUCTOR OF BIOLOGY
B.S., Molloy College; M.A., M.S., Adelphi University

ANNE CERIELLO
ADJUNCT INSTRUCTOR OF SPANISH
B.A., M.S., Queens College, CUNY

ERIC CHAN
ADJUNCT INSTRUCTOR OF BUSINESS
B.B.A., Hofstra University; M.S., LIU Post; CPA

GRANT CHAPMAN
AUXILIARY PART-TIME FACULTY OF THEATRE ARTS
B.F.A., University of Minnesota; M.F.A., Brown University
JOHN DEROSA
ADJUNCT INSTRUCTOR OF ART
B.F.A., B.S., Boston College; M.A., New York Institute of Technology

KERIN DeSENA
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., M.S., St. John’s University

HONORABLE VITO M. DeSTEFANO
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., Wagner College; J.D., Brooklyn Law School

JEAN DEVLIN
ADJUNCT ASSISTANT PROFESSOR OF COMMUNICATIONS
B.A., Queens College, CUNY; M.A., St. John’s University; Ph.D., Southern Illinois University

NASREEN DHARSEE
ADJUNCT ASSISTANT PROFESSOR OF CHEMISTRY
Pharm.D., St. John’s University

CARA DICICCO
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.S., New York University; M.A., St. John’s University

EVE DIERINGER
ADJUNCT ASSISTANT PROFESSOR OF EDUCATION
B.A., Skidmore College; M.S., Hofstra University; P.D., LIU Post; Ed.D., Dowling College

MARGARET DOONAN
ADJUNCT INSTRUCTOR OF NUCLEAR MEDICINE TECHNOLOGY
B.S., Manhattan College; M.S., New York University

JANET DOUGLAS-PRYCE
ADJUNCT INSTRUCTOR OF COMMUNICATIONS
B.A., The City College of New York, CUNY; M.A., New York University

DONNA DOWNING
ADJUNCT INSTRUCTOR OF ENGLISH
B.A., Hamilton College; M.A., St. John’s University

MILAGROS DUEÑO
ADJUNCT INSTRUCTOR OF SOCIAL WORK
M.S.W., Ed.D., New York University

ELENA DUNDON
ADJUNCT INSTRUCTOR OF BUSINESS
B.S., M.S., M.B.A., St. Joseph’s College

PETER A. ERRERA
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., Columbia University; M.B.A., New York University

CASSANDRA EVANS
ADJUNCT INSTRUCTOR OF PHILOSOPHY
B.A., M.A., San Diego State University; Ph.D., SUNY at Stony Brook

ROBERT F. EWALD
ADJUNCT INSTRUCTOR OF LEGAL STUDIES
B.A., St. John’s University; J.D., St. John’s University School of Law

KENNETH A. FALCON
ADJUNCT INSTRUCTOR OF LEGAL STUDIES
B.A., Union College; J.D., Georgetown University Law Center

BRIANA FALESE
ADJUNCT INSTRUCTOR OF PHYSICAL EDUCATION
B.S., Dowling College; M.B.A., Molloy College

JULIETTE FERNAN
ADJUNCT INSTRUCTOR OF ENGLISH
B.A., M.A., St. John’s University

MICHAEL FERRETTI
ADJUNCT INSTRUCTOR OF EDUCATION
B.A., St. John’s University; M.S., Molloy College; P.D., Dowling College

DIANE FEZZA
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., Molloy College

ANDREW FINE
ADJUNCT ASSISTANT PROFESSOR OF BIOLOGY
B.A., D.D.S., Emory University

BARBARA FISCHER
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., Molloy College

MARIE FISCHER
ADJUNCT INSTRUCTOR OF MATHEMATICS
B.A., M.S., Molloy College

JACQUELINE FLANNERY
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S.N., Jacksonville University

DAVENA FOLKES-COLEMAN
ADJUNCT INSTRUCTOR OF NURSING
B.S., SUNY at Buffalo; M.S., Molloy College

ELIZABETH FOX-McDONOUGH
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE
B.A., St. John’s University; J.D., St. John’s University School of Law

DESLIN FRANCOIS
ADJUNCT INSTRUCTOR OF NURSING
A.A.S., Manhattan Community College; B.S., M.S., St. Joseph’s College

JANET FRANZEE
ADJUNCT INSTRUCTOR OF NURSING
A.A.S., Farmingdale State College, SUNY; B.S., M.S., SUNY at Stony Brook

KATHERINE FREDERICKS
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., Molloy College

ALLISON FUSCO
ADJUNCT INSTRUCTOR OF NURSING
B.S., Molloy College; M.S., SUNY at Stony Brook

AMY GAIMARO
ADJUNCT ASSISTANT PROFESSOR OF COMPUTER STUDIES
B.B.A., Hofstra University; M.A.E., Marian University; M.S., LIU Post; D.B.A., Argosy University
SARA GAROFALO
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., SUNY at Stony Brook

ROGER GENNARI
ADJUNCT ASSISTANT PROFESSOR OF BIOLOGY
B.S., St. John’s University; M.S., Wagner College; M.A., LIU Post

JOSEPH GENOVESE
MEDICAL DIRECTOR, RESPIRATORY CARE PROGRAM
B.S., SUNY at Stony Brook; D.O., New York College of Osteopathic Medicine

CRYSTAL GEORGE-MOSES
ADJUNCT INSTRUCTOR OF SOCIAL WORK
B.S., Syracuse University; M.S.W., Fordham University

LISA GIBBONS
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE AND LEGAL STUDIES
B.A., Molloy College; M.A., John Jay College of Criminal Justice; J.D., St. John’s University School of Law

CATHY GILROY
ADJUNCT INSTRUCTOR OF PHYSICAL EDUCATION
B.A., Saint Anselm College; M.S., University of Texas at Tyler

WHITNEY GLASS
ADJUNCT INSTRUCTOR OF BUSINESS
A.A.S., Nassau Community College; B.F.A., LIU Post; M.B.A., Empire State College, SUNY

KRISTIN GOLDSTEIN
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., M.A., Hofstra University

ZACHARY GOLDSTEIN
ADJUNCT INSTRUCTOR OF BUSINESS
B.B.A., M.B.A., Baruch College; CPA

NICKI KOSTANTINOS GONIAS
ADJUNCT INSTRUCTOR OF MATHEMATICS
B.S., M.S., St. John’s University; M.S., The College of Saint Rose

MARY ANN GOODMAN
ADJUNCT INSTRUCTOR OF NURSING
A.A.S., Nassau Community College; B.S., Molloy College; M.S., St. Joseph’s College

SHERYL GORDON
ADJUNCT ASSISTANT PROFESSOR OF HISTORY
B.A., University of Rochester; M.A., Ph.D., The Graduate Center, CUNY

GUADALUPE GOTSCH
ADJUNCT INSTRUCTOR OF SPANISH
B.A., SUNY at Old Westbury; M.A., SUNY at Stony Brook; Ph.D., University at Albany, SUNY

JILL GRASO
ADJUNCT INSTRUCTOR OF ALLIED HEALTH SCIENCES
B.S., M.B.A., Molloy College

KRISTIN GRANT ANGLIN
ADJUNCT INSTRUCTOR OF MATHEMATICS
B.A., M.S., Molloy College

STACY ANN GREAVES
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., Molloy College

HEATHER GREENE
ADJUNCT INSTRUCTOR OF NURSING
B.S., Molloy College; M.A., Pace University

DIANE GRIFFIN
DIRECTOR OF THE MOLLOY COLLEGE CONCERT CHOIR
ADJUNCT INSTRUCTOR OF MUSIC
B.F.A., LIU Post; M.S., Hofstra University

VIVETTE GRIFFITHS
ADJUNCT INSTRUCTOR OF NURSING
B.S., Adelphi University; M.S., SUNY Downstate Medical Center

VALERIE GRIGGS
ADJUNCT INSTRUCTOR OF ENGLISH
B.A., University of Pittsburgh; M.F.A., Brooklyn College, CUNY; M.A., Fordham University

VINCENT GRILLO
ADJUNCT INSTRUCTOR OF MATHEMATICS
B.E., Cooper Union; M.A., Hunter College

PHILOMENA GROSSMANN
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., LIU Post

ALAN HALPERIN
AUXILIARY PART-TIME INSTRUCTOR OF BUSINESS
B.A., University of Rochester; M.B.A., Emory University; CPA

JACQUELINE HANSEN
ADJUNCT INSTRUCTOR OF COMMUNICATIONS
B.A., The State University of New York; M.S., Northwestern University

NADIA HARNARAIN
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., Adelphi University

CATHY HARPER
ADJUNCT INSTRUCTOR OF NURSING
B.S., St. Joseph’s College; M.S., Pace University

MARY HARWOOD
ADJUNCT INSTRUCTOR OF NURSING
B.S., Hunter College; M.S., SUNY at Stony Brook

ROUYA HASHEMI
ADJUNCT INSTRUCTOR OF ESL
B.A., Hebrew University, Jerusalem, Israel; M.A., SUNY at Stony Brook

LORA HELLER
ADJUNCT INSTRUCTOR OF MUSIC
B.M., Wooster College; M.S., Hunter College

MICHAEL HERMAN
ADJUNCT ASSISTANT PROFESSOR OF ENGLISH
A.B., College of the Holy Cross; M.S., SUNY at Stony Brook; MAT, Brown University
ELIZABETH HESS
AUXILIARY PART-TIME FACULTY OF THEATRE ARTS
B.A., York University, London Academy of Music and Dramatic Art (LAMDA)

CHACKO HICKS
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., Adelphi University

DORIS HIDALGO
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., Adelphi University

ARLENE HILADO
ADJUNCT INSTRUCTOR OF NURSING
B.S., University of St. LaSalle, Philippines; M.S.N., Kaplan University

MICHAEL HISHMEH
ADJUNCT INSTRUCTOR OF BUSINESS
B.S., SUNY at Old Westbury; M.S., LIU Post; CPA

MARIA HOELZLI
ADJUNCT INSTRUCTOR OF ITALIAN
B.A., M.A., Queens College, CUNY

KENDRA HOEPPER
ADJUNCT INSTRUCTOR OF NURSING
B.S.N., University of Illinois; M.S., Molloy College

CHRISTIAN HOLLAND
ADJUNCT INSTRUCTOR OF COMMUNICATIONS
B.A., Emerson College; M.S., Boston University

MARY ANN HOLLOWAY
ADJUNCT INSTRUCTOR OF BUSINESS
B.B.A., M.B.A., Dowling College, CPA

SUK HEE HONG
ADJUNCT INSTRUCTOR OF MUSIC
STAFF ACCOMPANIST
B.M., M.M., Manhattan School of Music

LYNETTE HOPE
ADJUNCT INSTRUCTOR OF NURSING
B.S., St. Joseph's College; M.S., LIU Post

ROBERT D. HOSKINS
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., Wesleyan University; J.D., St. John's University School of Law

MARY ANN HOWELL
ADJUNCT INSTRUCTOR OF ENGLISH
B.A., Adelphi University; M.A., LIU Post

JESSICA HSAINE
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.S., M.A., SUNY Geneseo

ALAN HULSAVER
ADJUNCT INSTRUCTOR OF MATHEMATICS
B.A., M.A., Adelphi University

SHONDRA JACKSON
ADJUNCT INSTRUCTOR OF NURSING
B.S., SUNY Downstate Medical Center; M.S., Grand Canyon University

LISA JAHRSDOERFER
ADJUNCT INSTRUCTOR OF NURSING
B.S., Molloy College; M.S., LIU Post

STANLEY JOHN
ADJUNCT INSTRUCTOR OF RESPIRATORY CARE
A.A.S., B.S., Molloy College; M.S., Independence University

MARY JOHNSON
ADJUNCT INSTRUCTOR OF NURSING
B.S., Empire State College, SUNY; M.S., SUNY at Stony Brook

TINEKA JOHNSON
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S.N., Thomas Edison State College

CLAIRE B. JOSEPH
ADJUNCT INSTRUCTOR OF ENGLISH
B.A., Molloy College; M.S., LIU Post; M.A., Hofstra University

SVELTA KALCHEVA
ADJUNCT ASSISTANT PROFESSOR OF MUSIC
B.M., M.M., Bulgarian National Conservatory

ERIC KARAHALIS
ADJUNCT INSTRUCTOR OF PHILOSOPHY
B.A., Molloy College; M.A., Katholieke Universiteit Leuven

JOHN KATSIGEORGIS
ADJUNCT INSTRUCTOR OF BIOLOGY
A.A., St. John’s University; B.S., M.S., LIU Brooklyn

CATHERINE KAUFMAN
ADJUNCT INSTRUCTOR OF SPANISH
B.A., Baruch College, M.S., Queens College, CUNY

CAROL LYNN KEARNEY
ADJUNCT INSTRUCTOR OF AMERICAN SIGN LANGUAGE
B.S., M.S., Adelphi University

LESLEY KELLNER
ADJUNCT PROFESSOR OF MATHEMATICS
B.S., University at Albany, SUNY; M.A., Columbia University; M.A., California State University

KAITLYN KELLY
ADJUNCT INSTRUCTOR OF MUSIC THERAPY
B.M., Five Towns College; M.S., Molloy College

KATHLEEN KELLY
ADJUNCT INSTRUCTOR OF NURSING
B.S., Boston College; M.S., M.A., New York University

PAMELA KENLEY-MESCHINO
COORDINATOR OF THE WRITING CENTER
ADJUNCT INSTRUCTOR OF ENGLISH
B.A., M.A., Portland State University

LYNN KENNEDY
ADJUNCT INSTRUCTOR OF COMMUNICATIONS
B.A., M.A., LIU Post

WILLIAM KENNEDY
ADJUNCT INSTRUCTOR OF ALLIED HEALTH SCIENCES
A.A.S., Queensborough Community College; A.A.S., Borough of Manhattan Community College;
B.S., The City University of New York, CUNY; M.B.A., Dowling College; M.S., LIU Post
ALAN KIERNAN
ADJUNCT INSTRUCTOR OF NURSING
B.S., New York University; M.S., SUNY at Stony Brook

KATHLEEN KILEY
ADJUNCT INSTRUCTOR OF NURSING
B.S., Adelphi University; M.S., Molloy College

R. WES KIRCHHOFF
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., Rutgers University; M.S., LIU Post; CPA

SYLVIA KLOC-SKUBICKI
ADJUNCT INSTRUCTOR OF MUSIC
B.M., M.M., Mannes College of Music, The New School

GEORGE KOURLAS
ADJUNCT INSTRUCTOR OF NUCLEAR MEDICINE TECHNOLOGY
Pharm.D., Arnold and Marie Schwartz College of Pharmacy and Health Sciences

JOANNA KRUL
ADJUNCT INSTRUCTOR OF MATHEMATICS
B.A., Molloy College; M.A., Central Michigan University

CLETUS KUUNIFAA
ADJUNCT INSTRUCTOR OF FRENCH
B.A., Kwame Nkrumah University of Science and Technology, Kumasi, Ghana; M.A., Purdue University

JOHN LAFFEY
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE
B.A., M.A., John Jay College of Criminal Justice

MARGARET LAGIUDICE
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., St. Joseph’s College

MICHAEL W. LAIRMORE
ADJUNCT INSTRUCTOR OF NUCLEAR MEDICINE
B.A., University of Colorado; M.B.A., Fairleigh Dickinson University

RYAN LANE
ADJUNCT INSTRUCTOR OF EDUCATION
B.S., M.S., Molloy College

STEVE LANGEVIN
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.S., Molloy College; M.S., Southern Connecticut State University

SANDRA LEDFORD
ADJUNCT INSTRUCTOR OF NURSING
B.S., SUNY Downstate Medical Center; M.S., Walden University

SUSAN LEDLIE
AUXILIARY PART-TIME ASSISTANT PROFESSOR OF NURSING
B.S., Adelphi University; M.S., Columbia University; Ph.D., University of Pennsylvania

TAN-NA LEE
ADJUNCT ASSISTANT PROFESSOR OF COMPUTER STUDIES
B.S., National Central University; M.S., Ph.D., University of California, Los Angeles

KAREEN LEWIS
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., Adelphi University

LEONID LIPKOVICH
AUXILIARY PART-TIME INSTRUCTOR OF NUCLEAR MEDICINE TECHNOLOGY
A.A.S., B.S., M.B.A., Molloy College

NANCY LIVOLSI
ADJUNCT INSTRUCTOR OF MATHEMATICS
B.A., Queens College, CUNY; M.S., LIU Post

ERIC LOBEL
ADJUNCT INSTRUCTOR OF NUCLEAR MEDICINE TECHNOLOGY
A.A.S., Westchester Community College; B.S., Saint Joseph’s College; M.A., Brooklyn College, CUNY

TERRY DESHAWN LONG
ADJUNCT INSTRUCTOR OF BUSINESS
B.S., M.B.A., Chancellor University; D.B.A., Walden University

MARIA LOPEZ
ADJUNCT INSTRUCTOR OF NURSING
B.S.N., Salve Regina University; M.S.H.S., SUNY at Stony Brook

SOLITA LOPEZ - SAHAGUN
ADJUNCT INSTRUCTOR OF NURSING
B.S., Adelphi University; M.S., Molloy College

ANTONIA LOSCHIAVO
AUXILIARY PART-TIME INSTRUCTOR OF BUSINESS
B.S., M.B.A., Molloy College

SARAH LOVETT
ADJUNCT INSTRUCTOR OF ART
B.F.A., University of Delaware; M.P.S., School of Visual Arts

KEVIN LOWRY
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE
B.A., St. John’s University; M.A., LIU Post; J.D., St. John’s University School of Law

LAUREN LOYAL
ADJUNCT INSTRUCTOR OF PSYCHOLOGY
B.A., M.A., Adelphi University

KATHLEEN LUERS
CLINICAL COORDINATOR, CARDIOVASCULAR TECHNOLOGY
ADJUNCT INSTRUCTOR OF CARDIOVASCULAR TECHNOLOGY
B.S., LIU Post; M.S., The New School for Social Research

CHRISTIAN J. LYNCH
ADJUNCT ASSISTANT PROFESSOR OF PSYCHOLOGY
B.A., M.A., Molloy College; Ed.D., Dowling College

RAFAEL RUSTICO MACARANAS
ADJUNCT ASSISTANT PROFESSOR OF PHILOSOPHY
B.A., San Pablo College, Philippines; Ph.D., J.C.D., University of Ottawa

PATRICK J. MAHONEY
ADJUNCT INSTRUCTOR OF LEGAL STUDIES
B.A., College of the Holy Cross; J.D., St. John’s University School of Law

GEORGETTE MACRINA
ADJUNCT INSTRUCTOR OF MATHEMATICS
B.S., SUNY at Stony Brook; M.S., Adelphi University

MARLENE MALCOLM
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., Mercy College
MARGE MALONE
ADJUNCT INSTRUCTOR OF NURSING
B.S., Adelphi University; M.S., Molloy College

JUDITH MATHERS MALONEY
DIRECTOR OF LEGAL STUDIES/PARALEGAL STUDIES
ADJUNCT ASSISTANT PROFESSOR OF LEGAL STUDIES
B.A., Marymount Manhattan College; J.D., St. John's University School of Law

ANDREW MANITT
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., SUNY at Buffalo

JOSEPH F. MARINO
ADJUNCT ASSISTANT PROFESSOR OF PHILOSOPHY
B.A., St. Francis College; M.A., Queens College, CUNY; Ph.D., The Graduate Center, CUNY

JOANNE MARLIN
ADJUNCT INSTRUCTOR OF COMMUNICATIONS
B.A., Queens College, CUNY; M.A., Rutgers University

GABRIEL S. MARQUES
ADJUNCT INSTRUCTOR OF BUSINESS
B.B.A., M.B.A., Hofstra University; J.D., Touro Law Center

MONICA MARTIN
ADJUNCT INSTRUCTOR OF MATHEMATICS
B.A., B.S., Marist College; M.S., Molloy College

JACLYN MARTIR
ADJUNCT INSTRUCTOR OF NURSING
B.S., St. Joseph’s College; M.S., Molloy College

ANTONIO MARTINEZ - MERAZ
ADJUNCT INSTRUCTOR OF SPANISH
B.A., Universidad Autónoma de Nuevo León, San Nicolás de los Garza, Nuevo León, Mexico; M.A., New Mexico State University, Las Cruces, New Mexico

JANINE MASOTTI
ADJUNCT INSTRUCTOR OF BIOLOGY
B.S., M.S., Adelphi University

ROBERT A. MATARAZZO
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE
B.A., Adelphi University; M.A., University at Albany, SUNY

SHINY MATHEW
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., LIU Post

BRITTON MATTHEWS
ADJUNCT INSTRUCTOR OF MUSIC
B.M., Baylor University; M.M., Rutgers University

MARISSA MAURO
ADJUNCT INSTRUCTOR OF MATHEMATICS
B.A., M.S., Molloy College

GREGORY MAY
ADJUNCT INSTRUCTOR OF POLITICAL SCIENCE
B.A., M.A., LIU Post

STEPHEN McALLISTER
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE
B.S., St. Francis College; M.A., John Jay College of Criminal Justice

ROBERT McCALLION
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., SUNY at Stony Brook

DAVID E. McCLEAN
ADJUNCT ASSISTANT PROFESSOR OF PHILOSOPHY
B.A., Hunter College; M.A., New York University; M.A., Ph.D., The New School for Social Research

LAUREN McDONOUGH
ADJUNCT INSTRUCTOR OF MUSIC
B.F.A., LIU Post; M.A., New York University

KATHLEEN MCGOWAN
ADJUNCT INSTRUCTOR OF PHYSICAL EDUCATION
B.A., Molloy College; M.A., LIU Post

JOHN P. McLAUGHLIN
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE
A.A.S., Nassau Community College; B.S., St. John’s University; M.S., LIU Post

THOMAS J. McNAMARA
ADJUNCT INSTRUCTOR OF BUSINESS
A.B., University of Chicago; J.D., New York University

MICHAEL McSHANE
ADJUNCT INSTRUCTOR OF ART
B.S., Rochester Institute of Art; M.S., Molloy College

S. ANN MELBER, O.P.
ADJUNCT INSTRUCTOR OF CHEMISTRY
B.S., Molloy College; M.S., Purdue University

KELLY MELORE
ADJUNCT PROFESSOR OF NURSING
B.S., Pace University; M.S., Molloy College

MARIKA MENEGINI
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., Molloy College

LORRAINE MERCADO
ADJUNCT INSTRUCTOR OF NURSING
A.S., Farmingdale State College, SUNY; B.S., M.B.A., St. Joseph’s College

GINA MINIELLI
ADJUNCT ASSISTANT PROFESSOR OF ART
B.F.A., School of Visual Arts; M.F.A., Queens College, CUNY

MARISA MIRONE
ADJUNCT INSTRUCTOR OF NURSING
B.S., University of Connecticut; M.S., Molloy College

ROBIN MITCHELL
ADJUNCT INSTRUCTOR OF MUSIC
B.A., University of Bristol; M.A., New York University

JOSEPH MONEZ
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE
B.A., M.S., Molloy College

JAMES MONTALBANO
ADJUNCT INSTRUCTOR OF MUSIC
STAFF ACCOMPANIST
B.A., Manhattan School of Music

441
BUENAVENTURA MORA  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., Hunter College; M.S., LIU Post

ILYA MORDUKHAEV  
ADJUNCT INSTRUCTOR OF LEGAL STUDIES  
B.A., Queens College, CUNY; J.D., St. John’s University School of Law

FRANCES MORR  
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS  
B.S., Molloy College; M.A., Hofstra University

MARIE MUES  
ADJUNCT INSTRUCTOR OF PSYCHOLOGY  
B.S., Molloy College; M.A., Touro College

JILL MULHOLLAND  
ADJUNCT INSTRUCTOR OF MUSIC  
B.S., M.S., Molloy College

MARGARET MULLARKEY  
ADJUNCT ASSISTANT PROFESSOR OF NURSING  
B.S., Columbia University; M.S., Adelphi University

JANICE MULLEN  
ADJUNCT INSTRUCTOR OF BUSINESS  
B.A., University at Albany, SUNY; M.B.A., Fordham University

TERENCE MURPHY  
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE  
B.S., SUNY at Old Westbury; J.D., Touro Law Center

MARK MURYNEC  
ADJUNCT INSTRUCTOR OF PHILOSOPHY  
B.A., SUNY at Stony Brook; M.A., The New School for Social Research

VANAJA NAIR  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., St. Joseph’s College; M.S.N., Lehman College

BELINDA NARINE  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., M.S., Adelphi University

FRANCINE NERI  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., Adelphi University; M.S., Hunter College

LYLNN NEWMAN  
ADJUNCT INSTRUCTOR OF GERONTOLOGY  
B.A., New York Institute of Technology; M.S., University of Bridgeport

MARSHA NILES  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., Hampton University; M.S., Molloy College

BARBARA NOVACK  
ADJUNCT ASSISTANT PROFESSOR OF ENGLISH  
B.A., The City College of New York, CUNY; M.A., University of Michigan at Ann Arbor

PATRICIA NOVACK  
ADJUNCT INSTRUCTOR OF NURSING  
A.A.S., St. Vincent’s Hospital School of Nursing; B.S., St. Joseph’s College; M.S., LIU Post

ASHLEY O’BRIEN  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., Adelphi University; M.S., University of Phoenix

FEYI OLAFTOHU  
ADJUNCT INSTRUCTOR OF NURSING  
A.S., Nassau Community College; B.S., The City University of New York, CUNY; M.S., Molloy College

CHANDRA M. ORTIZ  
ADJUNCT INSTRUCTOR OF LEGAL STUDIES  
B.A., LIU Post; J.D., Touro College, Jacob D. Fuchsberg Law Center

JAVIER OVIDEO  
ADJUNCT INSTRUCTOR OF MUSIC  
B.M., M.M., University of Texas at Austin

MICHAEL S. PAK  
ADJUNCT INSTRUCTOR OF BUSINESS  
B.S., New York University; M.A., Fordham University; M.B.A., Cornell University

PETER PALAZZO  
ADJUNCT INSTRUCTOR OF BUSINESS  
A.A., Farmingdale State University, SUNY; B.S., SUNY at Stony Brook; M.B.A., LIU Post; M.S., Hofstra University

VINCENT PANE  
ADJUNCT INSTRUCTOR OF PHYSICS  
B.S., Adelphi University; M.S., SUNY at Stony Brook

MEGAN PAVLICK  
ADJUNCT INSTRUCTOR OF EDUCATION  
B.A., Providence College; M.S., Molloy College

MARGUERITE PAWLOWSI  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., Lehman College; M.S., Adelphi University

ARLENE PELTOLA  
ADJUNCT INSTRUCTOR OF COMMUNICATIONS AND BUSINESS  
B.B.A., University of Massachusetts; M.B.A., Lehigh University

ALEXANDER PEREZ - HEREDIA  
ADJUNCT INSTRUCTOR OF SPANISH  
B.S., Enrique José Varona Higher Pedagogical Institute of Havana; M.S., Enrique José Varona Superior Institute of Pedagogy, Havana; Ph.D., New York University

STEVE PERINO  
ADJUNCT INSTRUCTOR OF PSYCHOLOGY  
B.S., Rochester Institute of Technology; M.S., Roberts Wesleyan College; Psy.D., Hofstra University

ROSANGELA PERNIA - GLASS  
ADJUNCT INSTRUCTOR OF BUSINESS  
B.B.A., The George Washington University; M.B.A., Baruch College

PATRICIA PERRICONE  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., Adelphi University; M.S., SUNY at Stony Brook

KYLE PFORTMILLER  
ADJUNCT INSTRUCTOR OF MUSIC  
M.M., Manhattan School of Music; B.M., Illinois Wesleyan University
JAMES PHILIPPS  
ADJUNCT INSTRUCTOR OF THEOLOGY AND RELIGIOUS STUDIES  
B.A., Pace University; M.A., St. Joseph’s Seminary

BRIGIT PONNAIYA  
ADJUNCT INSTRUCTOR OF NURSING  
A.A.S., Child Jesus Hospital of India; M.S., Adelphi University

KIMBERLY POPPITI  
ADJUNCT INSTRUCTOR OF COMMUNICATIONS  
B.A., M.F.A., SUNY at Stony Brook; Ph.D., New York University

ROBERT PORTER  
ADJUNCT ASSISTANT PROFESSOR OF CHEMISTRY  
B.S., SUNY at Stony Brook; M.S., Adelphi University

STEVEN POTTER  
ADJUNCT INSTRUCTOR OF BUSINESS  
B.B.A., Dowling College; M.B.A., Capella University

JAMES PREGO  
ADJUNCT ASSISTANT PROFESSOR OF BIOLOGY  
B.S., SUNY at Stony Brook; N.D., Bastyr University

ROBERT PRESLAND  
ADJUNCT INSTRUCTOR OF PHYSICAL EDUCATION  
B.S., M.S., SUNY at Cortland

ANTHONY W. PRICE  
ADJUNCT INSTRUCTOR OF ENGLISH  
B.A., M.A., Hofstra University

ERIC PRICE  
ADJUNCT PROFESSOR OF THEATRE ARTS  
B.A., Indiana University; M.F.A., New York University

PHYLLIS PROVOST  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., M.S., Adelphi University

CHRISTOPHER G. QUINN  
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE  
B.A., LIU Post; J.D., Law School of Albany

STUART RADOWITZ  
ADJUNCT INSTRUCTOR OF ENGLISH  
B.A., Syracuse University; M.A., Colorado State University

DONNA RAMHARRACK  
ADJUNCT ASSISTANT PROFESSOR OF NURSING  
B.S., City University of New York, CUNY; M.S., Adelphi University;  
D.N.P., SUNY at Stony Brook

SABYASACHI RATH  
ADJUNCT INSTRUCTOR OF PHYSICS  
B.S., Ravenshaw College, India; M.S., University of Wisconsin

HEATHER REENS  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., Molloy College; M.S., University of Phoenix

TAMMY REGNIER  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., Molloy College; M.S., Adelphi University

DAVID REISS  
AUXILIARY PART-TIME INSTRUCTOR OF BUSINESS  
B.A., M.B.A., University of Pennsylvania

MARIE FLORE RENAUD  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., SUNY Downstate Medical Center; M.S., St. Joseph’s College

JESSEBELL REYES - COCUZZO  
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS  
M.S., New York Medical College

CORAZON REYES - PARASO  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., State University of the City of Manila, Philippines; M.S., LIU Post

ELLEN RICH  
AUXILIARY PART-TIME PROFESSOR OF NURSING  
B.A., SUNY at Stony Brook; M.S., Pace University; Ph.D., Adelphi University

THOMAS RIZZUTO  
ADJUNCT INSTRUCTOR OF MUSIC  
B.S., M.A., The City College of New York, CUNY

ADRIAN ROBERTS  
ADJUNCT INSTRUCTOR OF COMPUTER STUDIES  
B.S., M.S., Iona College

TIM RODA  
ADJUNCT PROFESSOR OF ART  
B.F.A., Pennsylvania State University; M.F.A., University of Washington

LINDA ROBBERT  
ADJUNCT INSTRUCTOR OF NURSING  
A.A.S., Farmingdale State College, SUNY; B.S., M.S., Molloy College

WILLIAM ROBESON  
AUXILIARY PART-TIME INSTRUCTOR OF NUCLEAR MEDICINE  
B.S., M.A., The City College of New York, CUNY

REGINA SPIRES ROBIN  
ADJUNCT ASSOCIATE PROFESSOR OF SOCIOLOGY  
B.A., Albertus Magnus College and Ohio Dominican College;  
M.A., Marquette University; Ph.D., The Graduate Center, CUNY

TARA-ANNE ROGAN  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., M.S., Molloy College

LENA ROME  
ADJUNCT INSTRUCTOR OF NURSING  
B.S., M.S., Adelphi University

RICHARD ROMEO  
ADJUNCT INSTRUCTOR OF MATHEMATICS  
B.S., SUNY at Old Westbury; M.S., LIU Post

CASILDA ROPER - SIMPSON  
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE AND LEGAL STUDIES  
B.A., Baruch College; J.D., Brooklyn College Law School, CUNY

GREGG ROTH  
ADJUNCT INSTRUCTOR OF LEGAL STUDIES  
B.A., George Washington University; J.D., Hofstra University  
School of Law
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAUDIA ROTONDO</td>
<td>ADJUNCT INSTRUCTOR OF SOCIAL WORK</td>
<td>B.S., St. John’s University; M.S.W., Adelphi University</td>
</tr>
<tr>
<td>PATRICIA ANN ROZEA</td>
<td>ADJUNCT ASSOCIATE PROFESSOR OF NURSING</td>
<td>B.A., St. Joseph’s College; B.S., SUNY Downstate Medical Center; M.S., Ph.D., Adelphi University</td>
</tr>
<tr>
<td>KERRY RUOFF</td>
<td>ADJUNCT INSTRUCTOR OF BUSINESS</td>
<td>B.B.A., Pace University; CPA</td>
</tr>
<tr>
<td>PATRICIA ANN ROZEA</td>
<td>ADJUNCT ASSOCIATE PROFESSOR OF NURSING</td>
<td>B.A., St. Joseph’s College; B.S., SUNY Downstate Medical Center; M.S., Ph.D., Adelphi University</td>
</tr>
<tr>
<td>MICHAEL P. RUSSO</td>
<td>ADJUNCT ASSOCIATE PROFESSOR OF PHILOSOPHY</td>
<td>B.A., William Paterson University; Ph.D., University of Maryland at College Park</td>
</tr>
<tr>
<td>TIMOTHY RYLEY</td>
<td>ADJUNCT INSTRUCTOR OF ENGLISH</td>
<td>B.A., M.A., Hofstra University</td>
</tr>
<tr>
<td>MARY RZESZUT</td>
<td>ADJUNCT INSTRUCTOR OF SOCIAL WORK</td>
<td>B.S., M.A., Barry University; D.N.P., Molloy College</td>
</tr>
<tr>
<td>AUDREY SANSICOLUTTE</td>
<td>ADJUNCT INSTRUCTOR OF NURSING</td>
<td>B.S., M.S., SUNY at Stony Brook</td>
</tr>
<tr>
<td>CLAUDINE SAPINI - VILUS</td>
<td>ADJUNCT INSTRUCTOR OF NURSING</td>
<td>B.S., M.A., Barry University; D.N.P., Molloy College</td>
</tr>
<tr>
<td>RICHARD G. SCHILLER</td>
<td>ADJUNCT INSTRUCTOR OF MATHEMATICS</td>
<td>B.S., SUNY at Cortland; M.S., Adelphi University; M.B.A., Hofstra University</td>
</tr>
<tr>
<td>CLAIRE J. SCHIRZER</td>
<td>ADJUNCT ASSOCIATE PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES</td>
<td>B.A., College of New Rochelle; M.A., St. John’s University; D. Min., Immaculate Conception Seminary</td>
</tr>
<tr>
<td>DAWN SCHLICH</td>
<td>ADJUNCT INSTRUCTOR OF MATHEMATICS</td>
<td>B.A., M.A.T., Binghamton University, SUNY</td>
</tr>
<tr>
<td>LARRY SCHLOSSBERG</td>
<td>ADJUNCT INSTRUCTOR OF RESPIRATORY CARE</td>
<td>A.A.S., Nassau Community College; B.A., M.A., Shaftsbury University</td>
</tr>
<tr>
<td>MAURY L. SCHNEIDER</td>
<td>AUXILIARY PART-TIME INSTRUCTOR OF BUSINESS</td>
<td>B.S., Brooklyn College, CUNY; M.B.A., Molloy College; CPA; CFP</td>
</tr>
<tr>
<td>ELIZABETH SCHWARTZ</td>
<td>ADJUNCT INSTRUCTOR OF MUSIC</td>
<td>B.M., SUNY at Potsdam; M.A., New York University</td>
</tr>
<tr>
<td>VASILIOS SERELIS</td>
<td>ADJUNCT INSTRUCTOR OF NURSING</td>
<td>B.S., Adelphi University; M.S., Pace University</td>
</tr>
<tr>
<td>STEVEN SHATZ</td>
<td>ADJUNCT ASSISTANT PROFESSOR OF PSYCHOLOGY</td>
<td>B.A., Queens College, CUNY; Psy.D., Hofstra University</td>
</tr>
<tr>
<td>KARA SICILIANO</td>
<td>ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS</td>
<td>B.A., Molloy College; M.S., Adelphi University</td>
</tr>
<tr>
<td>DAVID J. SILLS</td>
<td>ADJUNCT ASSISTANT PROFESSOR OF EDUCATION</td>
<td>B.A., University of Toledo; M.A., New York University; M.S., Queens College, CUNY</td>
</tr>
<tr>
<td>ROBERTA SILVER</td>
<td>ADJUNCT INSTRUCTOR OF MATHEMATICS</td>
<td>B.S., University of Kansas; M.S., University of Massachusetts</td>
</tr>
<tr>
<td>ASHLI SISK</td>
<td>ADJUNCT PROFESSOR OF ART</td>
<td>B.F.A., San Francisco University of the Arts; M.F.A., Montclair State University</td>
</tr>
<tr>
<td>BARTHOLOMEW SLANINKA</td>
<td>ADJUNCT INSTRUCTOR OF PHILOSOPHY</td>
<td>B.A., LIU Post; M.A., SUNY at Stony Brook</td>
</tr>
<tr>
<td>KRISTIN SLOAN</td>
<td>ADJUNCT INSTRUCTOR OF ENGLISH</td>
<td>B.A., M.A., Adelphi University</td>
</tr>
<tr>
<td>DENISE SMITH</td>
<td>ADJUNCT INSTRUCTOR OF NURSING</td>
<td>B.S., M.S., SUNY Downstate Medical Center</td>
</tr>
<tr>
<td>MARK SOFFING</td>
<td>ADJUNCT INSTRUCTOR OF ALLIED HEALTH SCIENCES</td>
<td>B.S., St. John’s University; M.S., Rutgers University; Pharm.D., University of Florida</td>
</tr>
<tr>
<td>JAMES SORESSI</td>
<td>ADJUNCT INSTRUCTOR OF LEGAL STUDIES</td>
<td>B.S., St. John’s University; J.D., St. John’s University School of Law</td>
</tr>
<tr>
<td>MELISSA SORNIK</td>
<td>ADJUNCT INSTRUCTOR OF SOCIAL WORK</td>
<td>B.A., M.S.W., Fordham University</td>
</tr>
<tr>
<td>MARIA SOUTO - PORTAS</td>
<td>ADJUNCT INSTRUCTOR OF SPANISH</td>
<td>B.A., M.A., University of Santiago de Compostela, Spain</td>
</tr>
<tr>
<td>ANDREA SPATERELLA</td>
<td>ADJUNCT INSTRUCTOR OF NURSING</td>
<td>A.A.S., Queens Hospital School of Nursing; B.S.N., Graceland College; M.A., SUNY at Stony Brook; D.N.P., Georgetown University</td>
</tr>
<tr>
<td>LAUREN SPATIG</td>
<td>ADJUNCT PROFESSOR OF BUSINESS</td>
<td>B.S., Virginia Polytechnic Institute and State University; M.B.A., University of Illinois; M.A., Ph.D., Fielding Graduate University</td>
</tr>
</tbody>
</table>
ALAINESTADELMAN
ADJUNCT INSTRUCTOR OF NURSING
B.S., Molloy College; M.S., Regis University

MAUREEN STEA
ADJUNCT INSTRUCTOR OF ENGLISH
B.A., Hunter College; M.A., Brooklyn College, CUNY

CATHYSTEIN
ADJUNCT INSTRUCTOR OF NURSING
B.A., B.S., University of Rochester; M.S., SUNY at Stony Brook

IRENEL. STEINMAN
ADJUNCT INSTRUCTOR OF ENGLISH
B.A., M.S., Hofstra University

NICOLE STEVENS
ADJUNCT INSTRUCTOR OF COMMUNICATIONS
B.F.A., LIU Post; M.A., New York Institute of Technology

KATHERINE STEVKO
ADJUNCT INSTRUCTOR OF NURSING
A.A.S., Farmingdale State College, SUNY; B.S., M.S., Molloy College

IRA STOLZENBERG
ADJUNCT INSTRUCTOR OF BUSINESS
B.S., Brooklyn College, CUNY; M.B.A., Baruch College; CPA

MELINDASTOSKI
ADJUNCT ASSISTANT PROFESSOR OF BIOLOGY
B.S., University of Alberta, Edmonton Canada; M.S., DPT, Touro College

JEANINESTUART
ADJUNCT INSTRUCTOR OF NURSING
B.S., Seton Hall University; M.S., Molloy College

KEVIN SULLIVAN
ADJUNCT INSTRUCTOR OF HISTORY
B.A., Hofstra University; M.A., The Graduate Center, CUNY

ROSEMARY SULLIVAN
ADJUNCT INSTRUCTOR OF NURSING
A.A.S., Kings County Hospital School of Nursing; B.S., Marymount Manhattan College; M.A., Adelphi University; M.S., SUNY at Stony Brook

TERRY SULLIVAN
ADJUNCT PROFESSOR OF ART
B.A., New York University; M.A., Fairfield University

A. SHARON SUMMER - HAYES
ADJUNCT ASSISTANT PROFESSOR OF NURSING
B.S., Pace University; M.S., Adelphi University

PAMELA SWAN
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., Adelphi University

JESSICATAGLARIANO
ADJUNCT INSTRUCTOR OF BIOLOGY, CHEMISTRY AND EARTH SCIENCE
B.S., New York Institute of Technology; M.S., LIU Post

RYAN G. TANACREDI
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., Villanova University; M.B.A., Dowling College

STEPHANIE THOMSON
LEAD CLINICAL EDUCATOR
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.S., Molloy College; M.A., Queens College, CUNY

THERESA C. TOBIN
ADJUNCT ASSISTANT PROFESSOR OF CRIMINAL JUSTICE
B.S., Marist College; M.S.W., Fordham University; M.A., Ph.D., University at Albany, SUNY

ELLEN TOLLE
ADJUNCT INSTRUCTOR OF GERONTOLOGY
B.S., M.P.S., LIU Post

DIANNA TOWERS
ADJUNCT INSTRUCTOR OF MATHEMATICS
B.A., M.S., Molloy College; Ed.D., St. John’s University

FOROUGH TROP
ADJUNCT ASSISTANT PROFESSOR OF PHYSICS
B.S., M.S., Utah State University; Ph.D., University of Nancy, France

CATHERINETURANO
ADJUNCT INSTRUCTOR OF EDUCATION
B.S., SUNY at Buffalo; M.S., SUNY at Stony Brook

VICTOR J. TUTINO, JR.
ADJUNCT INSTRUCTOR OF BUSINESS
B.B.A., St. Bonaventure University; CPA

MARTIN UKJE
ADJUNCT INSTRUCTOR OF RESPIRATORY CARE
A.A.S., Molloy College; B.S., M.S., University of Nigeria

JOSEPH L. VALLETTE
ADJUNCT INSTRUCTOR OF LEGAL STUDIES
B.A., Emory University; J.D., New York Law School

DIANEM. VELLA
ADJUNCT INSTRUCTOR OF THEOLOGY AND RELIGIOUS STUDIES
B.A., Molloy College; M.A., Boston College

PROSERFINA VENTURA
ADJUNCT PROFESSOR OF NURSING
B.S., Martinez Memorial College, Philippines; M.S.N., University of Phoenix

JOANN VICTOR - FASSMAN
ADJUNCT INSTRUCTOR OF NURSING
B.S., Niagara University; M.A., New York University

JEANETTE VITALE
ADJUNCT INSTRUCTOR OF BIOLOGY
B.S., Molloy College; M.A., Hofstra University

STEVEN WALDOW
ADJUNCT ASSISTANT PROFESSOR OF BIOLOGY
B.A., B.S., Niagara University; Ph.D., SUNY at Buffalo

ROBERT VON WERNE
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE
B.S., SUNY at Old Westbury; M.P.A., Columbia University

JOHN J. WAGNER
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., M.B.A., Iona College
DAVID WALKER
ADJUNCT INSTRUCTOR OF BUSINESS
B.S., M.B.A., SUNY at Stony Brook

JOY WATSON
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE AND LEGAL STUDIES
B.A., University at Albany, SUNY; J.D., Pepperdine University

BRUCE WAXMAN
ADJUNCT INSTRUCTOR OF BUSINESS
B.S., New York University; M.B.A., Iona College

DIANNE WEINSTEIN
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., New York University; M.B.A., Ph.D., Hofstra University

WENDY WEINSTOCK
ADJUNCT INSTRUCTOR OF GERONTOLOGY
M.S.W., Rutgers University

STACEY WEIR
ADJUNCT INSTRUCTOR OF ART
B.A., SUNY at Plattsburgh; M.A., Queens College, CUNY

SAMUEL WELLS
ADJUNCT INSTRUCTOR OF MUSIC
B.M., University of Missouri, M.M., Indiana University

STUART WHALEN
ADJUNCT INSTRUCTOR OF MATHEMATICS
B.S., Villanova University; M.B.A., Pace University

KERRI ANN WHIDDEN
ADJUNCT INSTRUCTOR OF NURSING
B.S., Molloy College; M.A., New York University

JENNIFER WHITHALL
ADJUNCT INSTRUCTOR OF NURSING
B.S., Marist College; M.S., SUNY at New Paltz

KELLY WILDEMAN
AUXILIARY PART-TIME INSTRUCTOR OF NURSING
B.S., M.S., Molloy College

BERYL R. WILLIAMS
ADJUNCT INSTRUCTOR OF COMMUNICATIONS
B.A., Oakwood College; M.A., LIU Post

PATRICIA WILLIAMS
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., Molloy College

ELIZABETH WOLF – BOCCONE
ADJUNCT INSTRUCTOR OF SOCIAL WORK
B.A., Binghamton University, SUNY; M.S.W., Columbia University

BARBARA YOUNG
ADJUNCT ASSISTANT PROFESSOR OF ENGLISH
B.A., Molloy College; M.A., Ph.D., Fordham University

YU ZHANG
ADJUNCT ASSISTANT PROFESSOR OF CHEMISTRY
B.Sc., Jinlin University, China; Ph.D., SUNY at Stony Brook

MICHAEL ZHENG
ADJUNCT ASSISTANT PROFESSOR OF PHYSICS
B.S., Tsinghua University, China; M.Phil., Ph.D., Columbia University

Mary Lane, M.S., R.N.
Director, Clinical Learning Center

Susan O’Hara, M.A., R.N.
Assistant Director of the Clinical Learning Center

Barbara Ann Messina, Ph.D., R.N., ANP
Director of Clinical Nursing Simulation Education

Jan Aromiskis, B.S., R.N.
Nursing Laboratory Instructor

Dawn Esposito, B.S., R.N.
Nursing Laboratory Instructor

Sue Forestiero, B.S., R.N.
Nursing Laboratory Instructor

Jayna Kim, M.S., R.N., FNP-C
Nursing Laboratory Instructor

Susanne Kraeger, B.S., R.N.
Nursing Laboratory Instructor

Diane LaRosa, B.S., R.N.
Nursing Laboratory Instructor

Lisa Marie LaPoma, M.S., R.N., PNP-C
Nursing Laboratory Instructor

Stephanie Lebitz, B.S., R.N.
Nursing Laboratory Instructor

Judy Lopez, B.S., R.N.
Nursing Laboratory Instructor

Laura Martin, B.S., R.N.
Nursing Laboratory Instructor

Lori Martin, B.S., R.N.
Nursing Laboratory Instructor

Deborah McCallion, M.S., R.N.
Nursing Laboratory Instructor

Kim McGee, B.S., R.N.
Nursing Laboratory Instructor

Kimberly McGovern, B.S., R.N.
Nursing Laboratory Instructor

Debra McWilliams, M.S., R.N.
Nursing Laboratory Instructor

Susan Nullet, M.S., R.N., PNP-C
Nursing Laboratory Instructor

Deborah Opperman, B.S., R.N.
Nursing Laboratory Instructor

Joanna Panza, B.S., R.N.
Nursing Laboratory Instructor
Francine Polimeni, B.S., R.N.
Nursing Laboratory Instructor

Angela Roedig, B.S., R.N.
Nursing Laboratory Instructor

Clare Rotondo, B.S., R.N.
Nursing Laboratory Instructor

Sangeetha Shashi, M.S., R.N.
Nursing Laboratory Instructor

Barbara Simms, M.S.N., R.N., FNP-C
Nursing Laboratory Instructor

Stephanie Visconti, B.S., R.N.
Nursing Laboratory Instructor

Anne Towey, M.S., R.N.
Coordinator of Undergraduate Clinical Placement

Diana Lopez-Zang, M.S., R.N.
Nursing Laboratory Instructor

Rich Delasant, B.S.
Clinical Learning Center Simulation Technician

TITLE IX

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under an educational program or activity receiving federal financial assistance.”

Title IX Coordinator
Lisa Miller
Assistant Vice President for Human Resources
Kellenberg Hall, K-112
516.323.3046

ADA and REHABILITATION ACT

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and its amendments, Molloy College provides reasonable accommodations and services upon request to individuals with documentation supporting a covered disability or chronic illness.

ADA/Section 504 Coordinator
Cari Rose-Tomo
Casey Center, C-011
516.323.3315

EQUAL EMPLOYMENT OPPORTUNITY

Molloy College is committed to a policy of equal employment opportunity. It is the College’s policy that applicants for employment are recruited, selected, and hired on the basis of individual merit and ability with respect to the position being filled. The intent of this policy is to provide equal employment opportunity for all persons.

The College will administer hiring, working conditions, benefits, compensation practices, training, employment function (including but not limited to: promotion, demotion, transfer, termination, and reduction in force) and college-sponsored education, social, and recreational programs without regard to an individual’s race, color, national origin, religion, age, disability, gender, pregnancy, gender identity sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status or domestic violence victim status or any other basis except where such conditions are bona fide occupational qualifications permitted by law.

Non-Discrimination Coordinator
Lisa Miller
Assistant Vice President for Human Resources
Kellenberg Hall, K-112
516.323.3046
Fall 2019

NOTE: Classes for FALL LONG SESSION run the full term beginning in the first week and ending in the last week of Fall term, according to this calendar. Two “seven week sessions” and four “three week sessions” are available.

FALL I SESSION
Meet one or more times a week for seven weeks:
Wednesdays: 9/4, 9/11, 9/18, 9/25, 10/2, 10/9, 10/16
Thursdays: 9/5, 9/12, 9/19, 9/26, 10/3, 10/10, 10/17
Fridays: 9/6, 9/13, 9/20, 9/27, 10/4, 10/11, 10/18
Saturdays: 9/7, 9/14, 9/21, 9/28, 10/5, 10/12, 10/19
Sundays: 9/8, 9/15, 9/22, 9/29, 10/6, 10/13, 10/20
Mondays: 9/9, 9/16, 9/23, 9/30, 10/7, 10/21, 10/28
Tuesdays: 9/10, 9/17, 9/24, 10/1, 10/8, 10/15, 10/22
FALL I term begins 9/4 and ends 10/22, except for the Monday classes which end 10/28. Add/Drop ends on Tuesday, September 10, 2019 for FALL I. Last date to withdraw ends the week prior to the last class meeting. Final Exam/Last Class Meetings are on the last date of the course.

FALL II SESSION
Meet one or more times a week for seven weeks:
Wednesdays: 10/23, 10/30, 11/6, 11/13, 11/20, 12/4, 12/11
Thursdays: 10/24, 10/31, 11/7, 11/14, 11/21, 12/5, 12/12
Fridays: 10/25, 11/1, 11/8, 11/15, 11/22, 12/6, 12/13
Saturdays: 10/26, 11/2, 11/9, 11/16, 11/23, 12/7, 12/14
Sundays: 10/27, 11/3, 11/10, 11/17, 11/24, 12/8, 12/15
Mondays: 11/4, 11/11, 11/18, 11/25, 12/2, 12/9, 12/16
Tuesdays: 10/29, 11/12, 11/19, 11/26, 12/3, 12/10, 12/17
FALL II term begins 10/23 and ends 12/17. Add/Drop ends on Monday, November 4, 2019. Last date to withdraw ends the week prior to the last class meeting. Final Exam/Last Class Meetings are on the last date of the course.

FALL III SESSION
Nine meetings during a three week period:
Wednesdays: 9/4, 9/11, 9/18
Thursdays: 9/5, 9/12, 9/19
Fridays: 9/6, 9/13, 9/20
Saturdays: 9/7, 9/14, 9/21
Sundays: 9/8, 9/15, 9/22
Mondays: 9/9, 9/16, 9/23
Tuesdays: 9/10, 9/17, 9/24
Fall III term begins 9/4 and ends 9/24. Add/Drop ends on Tuesday, September 10, 2019. Last date to withdraw ends the day of the class prior to the last class meeting. Final Exam/Last Class Meetings are on the last date of the course.

FALL IV SESSION
Nine meetings during a three week period:
Wednesdays: 9/25, 10/2, 10/9
Thursdays: 9/26, 10/3, 10/10
Fridays: 9/27, 10/4, 10/11
Saturdays: 9/28, 10/5, 10/12
Sundays: 9/29, 10/6, 10/13
Mondays: 09/30, 10/7, Monday Makeup for October 14, Columbus Day, on Wednesday 10/16
Tuesdays: 10/1, 10/8, 10/15
FALL IV term begins 9/25 and ends 10/16. Add/Drop ends on Tuesday, October 1, 2019. Last date to withdraw ends the day prior to the class prior to the last class meeting. Final Exam/Last Class Meetings are on the last date of the course.

FALL V SESSION
Nine meetings during a three week period:
Thursdays: 10/17, 10/24, 10/31
Fridays: 10/18, 10/25, 11/1
Saturdays: 10/19, 10/26, 11/2
Sundays: 10/20, 10/27, 11/3
Mondays: 10/21, 10/28, 11/4
Tuesdays: 10/22, 10/29, Tuesday Makeup for November 5, Election day on Thursday, 11/7
Wednesdays: 10/23, 10/30, 11/6
FALL V term begins 10/17 and ends 11/7. Add/Drop ends on Tuesday, October 23, 2019. Last date to withdraw ends the day prior to the class prior to the last class meeting. Final Exam/Last Class Meetings are on the last date of the course.

FALL VI SESSION
Nine meetings during a three week period:
Fridays: 11/8, 11/15, 11/22
Saturdays: 11/9, 11/16, 11/23
Sundays: 11/10, 11/17, 11/24
Mondays: 11/11, 11/18, 11/25
Tuesdays: 11/12, 11/19, 11/26
Wednesdays: 11/13, 11/20, 12/4 (No classes 11/27, Thanksgiving Break)
Thursdays: 11/14, 11/21, 12/5 (No classes 11/28, Thanksgiving Break)
FALL VI term begins 11/8 and ends 12/5. Add/Drop ends on Thursday, November 14, 2019. Last date to withdraw ends the day prior to the last class meeting. Final Exam/Last Class Meetings are on the last date of the course.

August 1—Thursday
Payment of tuition due for advance registered students.

August 2—Friday
College offices closed.

August 8—Thursday
St. Dominic’s Day.

August 9—Friday
College offices closed.

August 16—Friday
College offices closed.

August 23—Friday
College offices closed.
August 26—Sunday
Award date of August degrees and certificates. No ceremony. (All grades for incomplete coursework must be submitted by this date in order for degrees to be awarded with this date.)

August 30—Friday
College offices closed.

September 2—Monday
Labor Day—College Closed.

September 3—Tuesday
Community Meetings.

September 4—Wednesday
CLASSES BEGIN FOR FALL.

September 4 - 10—Wednesday - Tuesday
Late Registration/Late Change of Program—Office of the Registrar, Wilbur Arts Center (full payment of tuition and fees required). ALL Students—Wednesday and Thursday 9:00am–7:00pm, Friday 9:00am–5:00pm, Monday and Tuesday 9:00am-7:00pm.

September 10—Tuesday
Last day for late registration and program change. After this date, students may withdraw from a course with a grade of "W" until October 18, 2019. Signatures of the instructor, advisor and Financial Aid Office are required. (Students with classes scheduled to meet once a week for the first time on September 10, 2019, will have until September 11, 2019 to correct their schedule.)

September 11—Wednesday
Registration for auditors, PRIME (age 62 and over) and ALUMNI auditors—Office of the Registrar, Wilbur Arts Center 9:00am–7:00pm. MILL members make arrangements through the Director of Special Programs.

September 12—Thursday
Incompletees for SPRING 2019 and SUMMER SESSIONS 2019 become “F.”

September 24—Tuesday—Mass of the Holy Spirit
Mass of the Holy Spirit for the Opening of the Academic Year — Public Square Theatre — 10:00am–11:00pm. Class meeting times will be shortened to allow all students to attend:
Usual Time = New Time
7:30am–8:55am = 7:30am–8:35am
9:05am–10:30am = 8:45am–9:50am
10:00am–11:30am = Convocation Time
10:40am–12:05pm = 11:40am–12:45pm
12:15pm–1:40pm = 12:55pm–2:00pm
1:50pm–3:15pm = 2:10pm–3:15pm

October 2—Wednesday—Opening Convocation
Opening Convocation, Public Square Theatre — 10:00am–11:30am. Class meeting times will be shortened to allow all students to attend:
Usual Time = New Time
7:30am–8:55am = 7:30am–8:35am
9:05am–10:30am = 8:45am–9:50am
10:00am–11:30am = Convocation Time
10:40am–12:05pm = 11:40am–12:45pm
12:15pm–1:40pm = 12:55pm–2:00pm
1:50pm–3:15pm = 2:10pm–3:15pm

October 14—Monday
Columbus Day—College Closed.

October 18—Friday
Last day to withdraw from a course with a grade of “W.” Signatures of the instructor, advisor and Financial Aid Office are required. Withdrawals after this date will result in a grade of “W” or “WF” at the discretion of the faculty member until December 10, 2019.

October 21 - 25—Monday - Friday
Web Advising and Web Registration for WINTER INTERSESSION and SPRING—WEEK ONE: Graduate and Doctoral Students (Matriculated and Non-Degree Graduate Students). Non-Degree Graduate students may only register in-person. Five Year Program Ed majors with 90+ total credits. NO STUDENTS WILL BE ALLOWED TO BE ADVISED OR TO REGISTER BEFORE THEIR ASSIGNED WEEK.

October 22 - 25—Tuesday - Friday
Web Registration for WINTER INTERSESSION—Undergraduate and Five Year Students (less than 90) will be assigned dates and times based on total credits (TBA).

October 28 - November 1—Monday - Friday
Web Advising and Web Registration for SPRING—WEEK TWO: Bachelor’s Degree students with 90 or more total credits (earned plus “in-progress” credits); Associate’s Degree students in Allied Health with 60 or more total credits (earned plus “in-progress” credits). NO STUDENTS WILL BE ALLOWED TO BE ADVISED OR TO REGISTER BEFORE THEIR ASSIGNED WEEK.

October 4 - 8—Monday - Friday
Web Advising and Web Registration for SPRING—WEEK THREE: Bachelor’s Degree and Five Year Education Program students with 60 or more total credits (earned plus “in-progress” credits). NO STUDENTS WILL BE ALLOWED TO BE ADVISED OR TO REGISTER BEFORE THEIR ASSIGNED WEEK.

October 5—Tuesday
Election Day—Observed. College Closed.

November 11 - 15—Monday - Friday
Web Advising and Web Registration for SPRING—WEEK FOUR: Bachelor’s Degree and Five Year Education Program students with 30 or more total credits (earned plus “in-progress” credits); Associate’s Degree students in Allied Health with 30 or more total credits (earned plus “in-progress” credits). NO STUDENTS WILL BE ALLOWED TO BE ADVISED OR TO REGISTER BEFORE THEIR ASSIGNED WEEK.
November 11—Monday
Veterans’ Day. Classes in session. See Events Calendar for special Veteran’s Week events.

November 18-22—Monday - Friday
Web Advising and Web Registration for SPRING—WEEK FIVE: Freshmen (0–29 total credits). In-person Registration will also be available in the Registrar’s Office. NO STUDENTS WILL BE ALLOWED TO BE ADVISED OR TO REGISTER BEFORE THEIR ASSIGNED WEEK.

November 22—Friday
Last date to register online for INTERSESSION. Deadline for Advisor Approval for all “reserved” courses for INTERSESSION AND SPRING. Any INTERSESSION or SPRING “reserved” courses not approved by the advisor are subject to being dropped.

November 25—Monday
INTERSESSION course tuition and fees are due. After this date, full payment is due within one business day for all registrations and all in-person. INTERSESSION registration is available in-person until January 2, 2020.

November 25—Monday
Registration for SPRING is on-going for continuing students in-person and online with advisor clearance. Non-degree or Non-Matriculated Undergraduates and New Freshmen and New Transfers for SPRING may register in-person. (NOTE: New students entering in the Spring must be confirmed by Admissions before making appointments for Advisement and Registration.)

November 27 - December 1—Wednesday - Sunday
Thanksgiving Recess—College Closed.

December 1—Sunday
Deadline for filing application for graduation in May 2020. Late applications still accepted for December 2019 and January 2020.

December 2—Monday
CLASSES RESUME.

December 10—Tuesday
Last day to withdraw from a course with a “W” or “WF.” Signatures of instructor, advisor and Financial Aid Office are required.

December 11-17—Wednesday - Tuesday
Final examination or last class meeting. (See separate Final Examination Schedule) for FALL semester classes.

December 17—Tuesday
Recorded award date of December 2019 degrees and certificates. No ceremony. Deadline for any outstanding incomplete or missing work for students graduating with December degree award date is December 17, 2019.

December 18—Wednesday
Nursing Pinning Ceremony, Quealy Hall—2:00pm.

December 18-20—Wednesday - Friday
College offices open 9:00am-5:00pm.

December 19—Thursday (12:00 NOON)
Grades due in Office of the Registrar 48 hours after last class or final examination.

December 21 - January 1—Saturday - Thursday
College Closed.

Intersession 2020

November 22—Friday
Last date to register online for INTERSESSION. Deadline for Advisor Approval for all “reserved” courses for INTERSESSION. Any INTERSESSION “reserved” courses not approved by the advisor are subject to being dropped. INTERSESSION course tuition and fees are due. After this date, full payment is due within one business day for all registrations and all in-person. INTERSESSION registration is available in-person until January 2, 2020.

January 1—Wednesday
New Year’s Day (Observed)—College Closed.

January 2—Thursday
CLASSES BEGIN FOR WINTER INTERSESSION.

January 2—Thursday
Late Registration/Last day to add a course. JANUARY INTERSESSION—Office of the Registrar, Wilbur Arts Center (Full payment of tuition and fees required). ALL Students—9:00am-7:00pm.

January 3—Friday
Last day to drop a course. Students may no longer register or add a course. After this date, students may withdraw with a grade of “W” until January 7, 2020. Signatures of instructor, advisor, and Financial Aid Office are required.

January 4—Saturday
Snow make-up day for JANUARY INTERSESSION—if required.

January 7—Tuesday
Last day to declare a course PASS/FAIL.

January 7—Tuesday
Last day to withdraw from a course with a grade of “W.” Signatures of the instructor, advisor, and Financial Aid Office are required. Withdrawals after this date must result in a grade of “W” or “WF” until January 9, 2020.

January 9—Thursday
Last day to withdraw from a course with a grade of “W.” Signatures of instructor, advisor and Financial Aid Office are required.

January 10—Friday
Final examination or last class meeting all JANUARY INTERSESSION classes.

January 10—Friday
Award date of January degrees and certificates. No ceremony. (All grades for incomplete or missing coursework must be submitted by this date in order for degrees to be awarded with this date.)

January 11—Saturday
Snow make-up day for JANUARY INTERSESSION - if needed.
January 13—Monday
JANUARY INTERSESSION grades due in Office of the Registrar by 12:00 NOON.

January 20—Monday
Martin Luther King, Jr. Day (Observed) - College Closed.

Spring 2020

NOTE: Classes for SPRING LONG SESSION run the full term beginning in the first week and ending in the last week of Spring term, according to this calendar. Two “seven week sessions” and four “three week sessions” are available.

SPRING I SESSION
Meet one or more times a week for seven weeks:
Mondays: 1/13, 1/27, 2/3, 2/10, 2/19 (Weds), 2/24, 3/2
Tuesdays: 1/14, 1/21, 1/28, 2/4, 2/11, 2/18, 2/25
Wednesdays: 1/15, 1/22, 1/29, 2/5, 2/12, 2/26, 3/4
Thursdays: 1/16, 1/23, 1/30, 2/6, 2/13, 2/20, 2/27
Fridays: 1/17, 1/24, 1/31, 2/7, 2/14, 2/21, 2/28
Saturdays: 1/18, 1/25, 2/1, 2/8, 2/15, 2/22, 2/29
Sundays: 1/19, 1/26, 2/2, 2/9, 2/16, 2/23, 3/1
SPRING I term begins 1/13 and ends 3/4. Add/Drop ends on Friday, January 17, 2020. Last date to withdraw ends the week prior to the last class meeting. Final Exam/Last Class Meetings are on the last date of the course.

SPRING II SESSION
Meet one or more times a week for seven weeks:
Tuesdays: 3/3, 3/10, 3/24, 3/31, 4/7, 4/14, 5/1
Thursdays: 3/5, 3/12, 3/26, 4/2, 4/16, 4/23, 5/7
Saturdays: 3/7, 3/14, 3/28, 4/4, 4/18, 4/25, 5/2
SPRING II term begins 3/3 and ends 5/8. Add/Drop ends on Wednesday, March 11, 2020. Last date to withdraw ends the week prior to the last class meeting. Final Exam/Last Class Meetings are on the last date of the course.

SPRING III SESSION
Nine meetings during a three week period:
Mondays: 1/13, 1/27, 2/3
Tuesdays: 1/14, 1/21, 1/28
Wednesdays: 1/15, 1/22, 1/29
Thursdays: 1/16, 1/23, 1/30
Fridays: 1/17, 1/24, 1/31
Saturdays: 1/18, 1/25, 2/1
Sundays: 1/19, 1/26, 2/2
SPRING III term begins 1/13 and ends 2/3. Add/Drop ends on Friday, January 17, 2020. Last date to withdraw ends the day of the class prior to the last class meeting. Final Exam/Last Class Meetings are on the last date of the course.

SPRING IV SESSION
Nine meetings during a three week period:
Tuesdays: 2/4, 2/11, 2/18
Wednesdays: 2/5, 2/12, 2/26 (No Wednesday classes on 2/19)
Thursdays: 2/6, 2/13, 2/20
Fridays: 2/7, 2/14, 2/21
Saturdays: 2/8, 2/15, 2/22
Sundays: 2/9, 2/16, 2/23
Mondays: 2/10, 2/19 (Weds), 2/24. Make-up class for Monday, February 17, President’s Day, is Wednesday, 2/19
SPRING IV term begins 2/4 and ends 2/26. Add/Drop ends on Monday, February 10, 2020. Last date to withdraw ends the day of the class prior to the last class meeting. Final Exam/Last Class Meetings are on the last date of the course. (No classes on Tuesday, 2/25.)

SPRING V SESSION
Nine meetings during a three week period:
Tuesdays: 2/25, 3/3, 3/10
Wednesdays: 3/4, 3/11, 3/25
Thursdays: 2/27, 3/5, 3/12
Fridays: 2/28, 3/6, 3/13
Saturdays: 2/29, 3/7, 3/14
Sundays: 3/1, 3/8, 3/15
Mondays: 3/2, 3/9, 3/23
NOTE: Spring Break is Monday, March 16 through Sunday, March 22.
SPRING V term begins 2/25 and ends 3/25. Add/Drop ends on Wednesday, March 4, 2020. Last date to withdraw ends the day of the class prior to the last class meeting. Final Exam/Last Class Meetings are on the last date of the course.

SPRING VI SESSION
Nine meetings during a three week period:
Tuesdays: 3/24, 3/31, 4/7
Wednesdays: 4/1, 4/8, 4/15
Thursdays: 3/26, 4/2, 4/16
Fridays: 3/27, 4/3, 4/17
Saturdays: 3/28, 4/4, 4/18
Sundays: 3/29, 4/5, 4/19
Mondays: 3/30, 4/6, 4/20
SPRING VI term begins 3/24 and ends 4/20. Add/Drop ends on Wednesday, April 1, 2020. Last date to withdraw ends the day of the class prior to the last class meeting. Final Exam/Last Class Meetings are on the last date of the course.

January 1—Wednesday
New Year’s Day (Observed)—College Closed.

January 3—Friday
Payment of tuition due for advance registered students for Spring 2020.

January 10—Friday
Award date of January degrees and certificates. No ceremony. (All grades for incomplete or missing coursework must be submitted by this date in order for degrees to be awarded with this date.)
January 13—Monday (12:00 NOON)
JANUARY INTERSESSION grades due in the Office of the Registrar by 12:00 NOON.

January 13—Monday
CLASSES BEGIN FOR SPRING.

January 13 - 17—Monday - Friday
Late Registration/Late Change of Program—Office of the Registrar, Wilbur Arts Center (full payment of tuition and fees required). ALL Students: Monday through Thursday—9:00am–7:00pm, Friday 9:00am–5:00pm.

January 17—Friday
Last day for late registration and program change. After this date, students may withdraw with a grade of “W” until February 28, 2020. Signatures of instructor, advisor and Financial Aid Office are required. (Students with classes scheduled to meet once-a-week for the first time on January 18 or 19, 2020, will have until January 20, 2020 to correct their schedules if needed.)

January 20—Monday
Martin Luther King, Jr. Day (Observed)—College Closed.

January 21—Tuesday
Registration for auditors, PRIME (age 62 and over) and ALUMNI auditors—Office of the Registrar, Wilbur Arts Center—9:00am–7:00pm. MILL members make arrangements through the Director of Special Programs.

January 21—Tuesday
Incompletes for FALL 2019 and WINTER INTERSESSION 2020 become “F.”

February 1—Saturday
Deadline for submitting online Health and Accident Insurance waivers for new full-time undergraduate students.

February 3—Monday
Last day to declare a course PASS/FAIL.

February 17—Monday
Presidents’ Day—College Closed.

February 19—Wednesday
MONDAY classes held on this day.

February 28—Friday
Last day to withdraw from a course with a grade of “W.” Signatures of the instructor, advisor and Financial Aid Office are required. Withdrawals after this date will result in a grade of “W” or “WF” until May 1, 2020.

February 28—Friday
Mid-semester appraisals due.

March 1—Sunday
Deadline for filing application for graduation for August 2020.

March 2 - 6—Monday - Friday
Web Advising and Web Registration for SUMMER and FALL—WEEK ONE: Graduate and Doctoral Students (Matriculated and Non-Degree Graduate Students). Non-Degree Graduate students may only register in-person. Five Year Program Ed majors with 90+ total credits. NO STUDENTS WILL BE ALLOWED TO BE ADVISED OR TO REGISTER BEFORE THEIR ASSIGNED WEEK.

March 3 - 6—Tuesday - Friday
Web Registration for SUMMER—Undergraduate and Five Year Students (less than 90) will be assigned dates and times based on total credits (TBA).

March 9 - 13—Monday - Friday
Web Advising and Web Registration for FALL—WEEK TWO: Bachelor’s Degree students with 90 or more total credits (earned plus “in-progress” credits); Associate’s Degree students in Allied Health with 60 or more total credits (earned plus “in-progress” credits). NO STUDENTS WILL BE ALLOWED TO BE ADVISED OR TO REGISTER BEFORE THEIR ASSIGNED WEEK.

March 16 - 22—Monday - Sunday
Spring Recess—No Classes (College Offices will remain open.)

March 23 - 27—Monday - Friday
Web Advising and Web Registration for FALL—WEEK THREE: Bachelor’s Degree and Five Year Education Program students with 60 or more total credits (earned plus “in-progress” credits). NO STUDENTS WILL BE ALLOWED TO BE ADVISED OR TO REGISTER BEFORE THEIR ASSIGNED WEEK.

March 30 - April 3—Monday - Friday
Web Advising and Web Registration for FALL—WEEK FOUR: Bachelor’s Degree and Five Year Education Program students with 30 or more total credits (earned plus “in-progress” credits); Associate’s Degree students in Allied Health with 30 or more total credits (earned plus “in-progress” credits). NO STUDENTS WILL BE ALLOWED TO BE ADVISED OR TO REGISTER BEFORE THEIR ASSIGNED WEEK.

April 6 - 8—Monday - Wednesday
Web Advising and Web Registration for FALL—WEEK FIVE: Freshmen (0–29 total credits). NO STUDENTS WILL BE ALLOWED TO BE ADVISED OR TO REGISTER BEFORE THEIR ASSIGNED WEEK. Advisors must advise and approve FALL courses by April 8, 2020.

April 8—Wednesday
Last date to register online for SUMMER. Deadline for Advisor Approval for all “reserved” courses for SUMMER. Any SUMMER “reserved” courses not approved by the advisor are subject to being dropped on April 15, 2020.

April 9 - 13—Thursday - Monday
Easter Recess—College Closed.

April 14—Tuesday
CLASSES RESUME.

April 14—Tuesday
SUMMER course tuition and fees are due. After this date, full payment is due within one business day for all registrations and all in-person. SUMMER registration is available in-person until the first two days of the term. (See Summer calendar for specific dates.)
April 14—Tuesday

Registration for FALL is on-going for Continuing students in-person and advisor clearance will be available. **Non-degree or Non-Matriculated Undergraduates and New Freshman and New Transfers for FALL may register in-person.** (NOTE: New students entering in the FALL must be confirmed by Admissions before making appointments for Advisement and Registration. New freshmen beginning in the Fall must register on dates announced by Admissions.

April 14—Tuesday

All SUMMER ‘reserved’ courses not approved by the advisor will be dropped after this date. In-person only registrations allowed until the first day of SUMMER SESSIONS. (See each term in Summer calendar.)

April 21—Tuesday

Founders’ Day—College Closed. Honors Convocation—7:30pm.

April 27—Monday

Last day that classes meet on regular schedule. Snow makeup dates, if needed begin on April 28 through through May 1, 2020. The college will then follow the Final examination or last class meeting schedule between May 2, 2020 through May 9, 2020, as announced in Lion’s Den.

April 28, 29, 30, May 1—Tuesday - Friday

Snow make-up days, if necessary, otherwise study days.

May 1—Friday

Last day to withdraw from a course with a “W” or “WF.” Signatures of instructor, advisor and Financial Aid Office are required.

May 2 - 8—Saturday - Friday

Final examination or last class meeting (see separate Final Examination Schedule) for SPRING semester classes.

May 8—Friday

May 8, 2020 will be the recorded award date and exit date for May 2020 degrees and certificates. Deadline for any outstanding incomplete or missing work for students graduating with a May degree award date is May 8, 2020.

May 11—Monday (12:00 Noon)

ALL STUDENTS’ GRADES DUE in Office of the Registrar 48 hours after each last class or final examination: last date for all submissions.

May 12—Tuesday (12:00 Noon)

Allied Health Sciences Pinning Ceremony—7:30pm.

Nursing Pinning Ceremony—To Be Announced

Commencement Events—To Be Announced

The Office of Student Affairs will announce the dates and times for Commencement events.

May 25—Monday

Memorial Day—College Closed.

Summer Session Short 2020

**NOTE:** Classes for SUMMER SESSION SHORT meet every weekday for **two weeks**, except for Memorial Day holiday.

May 19—Tuesday

CLASSES BEGIN FOR SUMMER SESSIONS SHORT.

May 19—Tuesday

Late Registration for SUMMER SHORT/Last day to ADD a course for SUMMER SHORT—Office of Registrar, Wilbur Arts Center (full payment of tuition and fees required). **Last Day to Add:** Tuesday: 9:00am – 7:00pm.

May 20—Wednesday

Last day to DROP a course with a FULL refund of “tuition only” for SUMMER SESSION SHORT. After this date, students may withdraw from a course in SUMMER SESSION SHORT with a grade of “W” until May 22, 2020, with required signatures of the instructor, advisor and Financial Aid Office. **Last Day to Drop:** Wednesday: 9:00am – 7:00pm.

May 21—Thursday

Last day to declare a course PASS/FAIL (SUMMER SESSION SHORT).

May 22—Friday

Last day to withdraw from a course in SUMMER SESSION SHORT with a grade of “W.” Signatures of the instructor, advisor and Financial Aid Office are required. Withdrawals after this date will result in a “W” or “WF” at the discretion of the faculty member until May 28, 2020.

May 25—Monday

Memorial Day—College Closed.

May 28—Thursday

Last day to withdraw from a course in SUMMER SESSION SHORT with a grade of “W” or “WF” at the discretion of the faculty member. Signatures of the instructor, advisor and Financial Aid Office are required.

May 29—Friday

Final Examination or last class meeting for SUMMER SESSION SHORT classes.

Summer Session Long 2020

**NOTE:** Classes for SUMMER SESSION LONG generally meet once or twice a week for **fourteen weeks**, unless otherwise announced in the course schedule.

May 19—Tuesday

CLASSES BEGIN FOR SUMMER SESSION LONG.

May 19—Tuesday

Monday classes needing 14 meetings will meet alternative dates for one sessions. (See May 29.)

May 19 – 21—Tuesday - Thursday

Late Registration for SUMMER LONG/Last day to ADD or DROP a course SUMMER LONG - Office of Registrar, Wilbur Arts Center (full payment of tuition and fees required.) **Last Day to Add/ Drop:** Tuesday through Thursday: 9:00am - 7:00pm.
May 21—Thursday
Last day for Late Registration/Last day to DROP a course SUMMER SESSION LONG with a FULL refund of "tuition only" for SUMMER SESSIONS LONG. After this date, students may withdraw from a course in SUMMER SESSION LONG with a grade of "W" until July 2, 2020, for courses that run the full term with required signatures of the instructor, advisor and Financial Aid Office.

May 25—Monday
Memorial Day—College Closed. (Friday, May 29, 2020, is a make-up Monday for SUMMER SESSION LONG, or another date may be determined by the instructor.)

May 29—Friday
MONDAY classes meeting date. Designated for class meetings to make-up for Memorial Day for ONE Monday session. An alternative date may be announced in Course Schedule by instructor.

June 5—Friday
Last day to declare a course PASS/FAIL for SUMMER SESSION LONG.

July 2—Thursday
Last day to withdraw from a course that runs the whole term in SUMMER SESSION LONG with a grade of "W." Signatures of the instructor, advisor and Financial Aid Office are required. Withdrawals after this date will result in a grade of "W" or "WF" at the discretion of the faculty member until the day before the last class meeting or the final examination. (THIS LAST DATE OF CLASSES WILL VARY FOR SUMMER SESSION LONG COURSES THAT RUN LESS THAN 14 WEEKS DEPENDING ON COURSE END DATE.)

July 3—Friday
Independence Day (Holiday Observed for Saturday, July 4)—Offices Closed.

July 17 – September 4—Fridays
College offices are closed Fridays in the summer.

Last Day to Withdraw
Last day to withdraw from a course in SUMMER SESSION LONG with a "W" or "WF" will vary. Signatures of the instructor, advisor and Financial Aid Office are required. This date will be the day before the last class meeting or the final examination. (THIS DATE WILL VARY FOR SUMMER SESSION LONG COURSES DEPENDING ON COURSE END DATE.)

Final Exams
Final examination or last class meeting for SUMMER SESSION LONG classes that run less than 14 weeks will vary depending upon the end date of the course.

August 24—Monday
Last class meeting date for SUMMER SESSION LONG classes.

Summer Session I 2020

NOTE: Classes for SUMMER SESSION I meet Mondays through Thursdays for four weeks.

June 1—Monday
CLASSES BEGIN FOR SUMMER SESSION I.

June 1 - 4—Monday - Thursday
Late Registration/Late Change of Program—Office of the Registrar, Wilbur Arts Center (full payment of tuition and fees required). Last Date to Add: Monday & Tuesday: 9:00am–7:00pm. Last Date to Drop: Wednesday & Thursday: 9:00am–7:00pm.

June 2—Tuesday
Last day for late registration and last day to ADD a course.

June 4—Thursday
Last day to DROP a course with a FULL refund of "tuition only" for SUMMER SESSION I. After this date, students may withdraw from a course with a grade of "W" until June 11, 2020. Signatures of the instructor, advisor and Financial Aid Office are required.

June 4—Thursday
Last day to declare a course PASS/FAIL (SUMMER SESSION I).

June 11—Thursday
Last day to withdraw from a course in SUMMER SESSION I with a grade of "W." Signatures of the instructor, advisor and Financial Aid Office are required. Withdrawals after this date will result in a grade of "W" or "WF" until June 24, 2020.

June 24—Wednesday
Last day to withdraw from a course in SUMMER SESSION I with a "W" or "WF." Signatures of the instructor, advisor and Financial Aid Office are required.

June 25—Thursday
Final examination or last class meeting for SUMMER SESSION I classes.

Summer Session II 2020

NOTE: Classes for SUMMER SESSION II meet Mondays through Thursdays for four weeks.

July 3—Friday
Independence Day (Holiday Observed for Saturday, July 4)—Offices Closed.

July 6—Monday
CLASSES BEGIN FOR SUMMER SESSION LONG II.

July 6 - 9—Monday - Thursday
Late Registration/Late Change of Program—Office of the Registrar, Wilbur Arts Center (full payment of tuition and fees required). Last Date to Add: Monday & Tuesday: 9:00am–7:00pm. Last Date to Drop: Wednesday & Thursday: 9:00am–5:00pm.

July 6—Tuesday
Last day for late registration and last day to ADD a course.
July 9—Thursday
Last day to DROP a course with a FULL refund of “tuition only” for SUMMER SESSION II. After this date, students may withdraw from a course with a grade of “W” until July 16, 2020. Signatures of the instructor, advisor and Financial Aid Office are required.

July 9—Thursday
Last day to declare a course PASS/FAIL (SUMMER SESSION II).

July 16—Thursday
Last day to withdraw from a course in SUMMER SESSION II with a grade of “W.” Signatures of the instructor, advisor and Financial Aid Office are required. Withdrawals after this date will result in a grade of “W” or “WF” until July 29, 2020.

July 17—Friday
Offices Closed.

July 24—Friday
Offices Closed.

July 29—Wednesday
Last day to withdraw from a course in SUMMER SESSION II with a “W” or “WF.” Signatures of the instructor, advisor and Financial Aid Office are required.

July 30—Thursday
Final examination or last class meeting for SUMMER SESSION II classes.

July 31—Friday
Offices Closed.

Summer Session Long I 2020

NOTE: Classes for SUMMER SESSION LONG I meet Mondays through Thursdays for five weeks.

May 19—Tuesday
CLASSES BEGIN FOR SUMMER SESSION LONG I.

May 19 - 21 — Tuesday - Thursday
Late Registration/Late Change of Program—Office of the Registrar, Wilbur Arts Center (full payment of tuition and fees required). Last Day to Add/Drop: Tuesday & Wednesday: 9:00am–7:00pm; and Thursday: 9:00am–7:00pm.

May 21—Thursday
Last day for late registration and last day to ADD a course.

May 21—Thursday
Last day to DROP a course with a FULL refund of “tuition only” for SUMMER SESSION LONG I. After this date, students may withdraw from a course with a grade of “W” until June 5, 2020. Signatures of the instructor, advisor and Financial Aid Office are required.

May 21—Thursday
Last day to declare a course PASS/FAIL (SUMMER SESSION LONG I).

May 25—Monday
Memorial Day—College Closed. (Friday, May 29, 2020, is a make-up Monday for SUMMER SESSION LONG I, or another date may be determined by the instructor.)

May 29—Friday
MONDAY classes meeting date. Designated for class meetings to make-up for Memorial Day for ONE Monday session. An alternative date may be announced in Course Schedule by instructor.

June 5—Friday
Last day to withdraw from a course in SUMMER SESSION LONG I with a “W.” Signatures of the instructor, advisor and Financial Aid Office are required. Withdrawals after this date will result in a grade of “W” or “WF” until June 18, 2020.

June 18—Thursday
Last day to withdraw from a course in SUMMER SESSION LONG I with a “W” or “WF.” Signatures of the instructor, advisor and Financial Aid Office are required.

June 22—Monday
Final examination or last class meeting for SUMMER SESSION LONG I classes.

Summer Session Long II 2020

NOTE: Classes for SUMMER SESSION LONG II meet Mondays through Thursdays for five weeks.

July 3—Friday
Independence Day (Holiday Observed for Saturday, July 4)—Offices Closed.

July 6—Monday
CLASSES BEGIN FOR SUMMER SESSION LONG II.

July 6—9 —Monday—Thursday
Late Registration/Late Change of Program—Office of the Registrar, Wilbur Arts Center (full payment of tuition and fees required). Last Day to ADD: Monday & Tuesday: 9:00am – 7:00pm. Last Date to Drop: Wednesday & Thursday: 9:00am–5:00pm.

July 7—Tuesday
Last day for late registration and last day to ADD a course.

July 9—Thursday
Last day to DROP a course with a FULL refund of “tuition only” for SUMMER SESSION LONG II. After this date, students may withdraw from a course with a grade of “W” until July 21, 2020. Signatures of the instructor, advisor and Financial Aid Office are required.

July 9—Thursday
Last day to declare a course PASS/FAIL (SUMMER SESSION LONG II).

July 21—Tuesday
Last day to withdraw from a course in SUMMER SESSION LONG II with a grade of “W.” Signatures of the instructor, advisor and Financial Aid Office are required. Withdrawals after this date will result in a grade of “W” or “WF” until August 5, 2020.

July 17—Friday
Offices Closed.

July 24—Friday
Offices Closed.
Summer Session Long III 2020

NOTE: Classes for SUMMER SESSION LONG III meet once-a-week for seven weeks.
Mondays: (Make-up dates for two Mondays, including for Memorial Day can be on 5/25 and 6/1 or TBD by faculty member):
   Mondays: 5/29(Friday/TBD), 6/1, 6/8, 6/15, 6/22, 6/29, 7/6
   Tuesdays: 5/19, 5/26, 6/2, 6/9, 6/16, 6/23, 6/30
   Wednesdays: 5/20, 5/27, 6/3, 6/10, 6/17 6/24, 7/1
   Thursdays: 5/21, 5/28, 6/4, 6/11, 6/18, 6/25, 7/2
   Fridays: 5/22, 5/29, 6/5, 6/12, 6/19, 6/26, (TBD - alternative meeting for 7/3 by instructor)
   Saturdays: 5/23, 5/30, 6/6, 6/13, 6/20, 6/27 (TBD - alternative meeting for 7/4 by instructor)
   Sundays: 5/24, 5/31, 6/7, 6/14, 6/21, 6/28, 7/5
May 19 — Tuesday
CLASSES BEGIN FOR SUMMER SESSION LONG III.

May 19 - 22 — Tuesday - Thursday
Late Registration/Late Change of Program — Office of the Registrar, Wilbur Arts Center (full payment of tuition and fees required). Last Day to Add/Drop: Tuesday & Wednesday: 9:00am–7:00pm; and Thursday: 9:00am-7:00pm.

May 22 — Thursday
Last day for late registration and last day to ADD a course. Last day to DROP a course with a FULL refund of “tuition only” for SUMMER SESSION LONG III. After this date, students may withdraw from a course with a grade of “W” until June 12, 2020. Signatures of the instructor, advisor and Financial Aid Office are required.

May 22 — Thursday
Last day to declare a course PASS/FAIL (SUMMER SESSION LONG III).

May 25 — Monday
Memorial Day — College Closed. (Friday, May 29, 2020, is a make-up Monday for SUMMER SESSION LONG III, or another date may be determined by the instructor.)

May 29 — Friday
MONDAY classes meeting date. Designated for class meetings to make-up for Memorial Day for ONE Monday session. An alternative date may be announced in Course Schedule by instructor.

Summer Session Long IV 2020

NOTE: Classes for SUMMER SESSION LONG IV meet once-a-week for seven weeks.
Tuesdays: 7/7, 7/14, 7/21, 7/28, 8/4, 8/11, 8/18
Wednesdays: 7/8, 7/15, 7/22, 7/29, 8/5, 8/12, 8/19
Thursdays: 7/9, 7/16, 7/23, 7/30, 8/6, 8/13, 8/20
Fridays: 7/10, 7/17, 7/24, 7/31, 8/7, 8/14, 8/21
Saturdays: 7/11, 7/18, 7/25, 8/1, 8/8, 8/15, 8/22
Sundays: 7/12, 7/19, 7/26, 8/2, 8/9, 8/16, 8/23
Mondays: 7/13, 7/20, 7/27, 8/3, 8/10, 8/17, 8/24

July 3 — Friday
Independence Day (Holiday Observed for Saturday, July 4) — Offices Closed.

July 7 — Tuesday
CLASSES BEGIN FOR SUMMER SESSION LONG IV.

July 7 - 9 — Tuesday - Thursday
Late Registration/Late Change of Program — Office of the Registrar, Wilbur Arts Center (full payment of tuition and fees required). Last Day to Add/Drop: Tuesday: 9:00am–7:00pm and Wednesday & Thursday: 9:00am-5:00pm.

July 9 — Thursday
Last day for late registration and last day to ADD a course. Last day to DROP a course with a FULL refund of “tuition only” for SUMMER SESSION LONG IV. After this date, students may withdraw from a course with a grade of “W” until July 30, 2020. Signatures of the instructor, advisor and Financial Aid Office are required.
**July 9—Thursday**
Last day to declare a course PASS/FAIL (SUMMER SESSION LONG IV).

**July 17—Friday**
Offices Closed.

**July 24—Friday**
Offices Closed.

**July 30—Thursday**
Last day to withdraw from a course in SUMMER SESSION LONG IV with a grade of “W.” Signatures of the instructor, advisor and Financial Aid Office are required. Withdrawals after this date will result in a grade of “W” or “WF” until August 20, 2020.

**July 31—Friday**
Offices Closed.

**August 7—Friday**
Offices Closed.

**August 8—Saturday**
St. Dominic’s Day.

**August 14—Friday**
Offices Closed.

**August 20—Thursday**
Last day to withdraw from a course in SUMMER SESSION LONG IV with a “W” or “WF.” Signatures of the instructor, advisor and Financial Aid Office are required.

**August 21—Friday**
Offices Closed.

**August 18 - 24—Tuesday - Monday**
Final examination or last class meeting for SUMMER SESSION LONG IV classes.

**August 24—Monday**
Award date and exit date for August 2020 degrees and certificates. No ceremony. Deadline for any outstanding incomplete or missing work for students graduating with a degree award date is August 24, 2020.

**August 28—Friday**
Offices Closed.

**September 4—Friday**
Offices Closed.

**September 7—Monday**
Labor Day—Offices Closed.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Student Affairs</td>
<td>423</td>
</tr>
<tr>
<td>Office of Technology and Institutional Effectiveness</td>
<td>421</td>
</tr>
<tr>
<td>Office of the President</td>
<td>418</td>
</tr>
<tr>
<td>Office of the Treasurer</td>
<td>423</td>
</tr>
<tr>
<td>Offices of Administration</td>
<td>418</td>
</tr>
<tr>
<td>OMICRON ALPHA ZETA</td>
<td>79</td>
</tr>
<tr>
<td>ONLINE AND HYBRID COURSES</td>
<td>64</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td></td>
</tr>
<tr>
<td>PASS/FAIL COURSES</td>
<td>68</td>
</tr>
<tr>
<td>PAST-DUE BALANCE POLICY</td>
<td>29</td>
</tr>
<tr>
<td>PAYMENT METHODS</td>
<td>31</td>
</tr>
<tr>
<td>PED - Physical Education Courses</td>
<td>387</td>
</tr>
<tr>
<td>PERSONAL FINANCIAL PLANNING MINOR</td>
<td>282</td>
</tr>
<tr>
<td>PHI ALPHA</td>
<td>79</td>
</tr>
<tr>
<td>PHI ALPHA THETA</td>
<td>79</td>
</tr>
<tr>
<td>PHI SIGMA TAU</td>
<td>79</td>
</tr>
<tr>
<td>Philosophy</td>
<td>162</td>
</tr>
<tr>
<td>Philosophy Courses</td>
<td>384</td>
</tr>
<tr>
<td>PHILOSOPHY FOR PRE-LAW</td>
<td>163</td>
</tr>
<tr>
<td>PHILOSOPHY MINOR</td>
<td>282</td>
</tr>
<tr>
<td>PHILOSOPHY—B.A.</td>
<td>162</td>
</tr>
<tr>
<td>PHOTOGRAPHY MINOR</td>
<td>282</td>
</tr>
<tr>
<td>Physical Education</td>
<td>265</td>
</tr>
<tr>
<td>Physical Education Courses</td>
<td>387</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION MINOR</td>
<td>283</td>
</tr>
<tr>
<td>PHYSICAL SCIENCE MINOR</td>
<td>283</td>
</tr>
<tr>
<td>Physics Courses</td>
<td>387</td>
</tr>
<tr>
<td>PI KAPPA LAMBDA</td>
<td>79</td>
</tr>
<tr>
<td>PI SIGMA ALPHA</td>
<td>79</td>
</tr>
<tr>
<td>Political Science Courses</td>
<td>405</td>
</tr>
<tr>
<td>POLITICAL SCIENCE—B.A.</td>
<td>146</td>
</tr>
<tr>
<td>PRE-LAW STUDIES</td>
<td>79</td>
</tr>
<tr>
<td>PRE-MEDICAL/HEALTH PROFESSIONS STUDIES</td>
<td>80</td>
</tr>
<tr>
<td>PROBATION, SUSPENSION AND DISMISSAL</td>
<td>58</td>
</tr>
<tr>
<td>PROFESSIONAL COMMUNICATIONS MINOR</td>
<td>292</td>
</tr>
<tr>
<td>Professors Emeriti</td>
<td>446</td>
</tr>
<tr>
<td>Program for Criminal Justice Dual Degree</td>
<td>135</td>
</tr>
<tr>
<td>Program for Criminal Justice Majors</td>
<td>134</td>
</tr>
<tr>
<td>Program for Music Education Majors</td>
<td>248</td>
</tr>
<tr>
<td>PROGRAM FOR NEW MEDIA MAJORS</td>
<td>138</td>
</tr>
<tr>
<td>Program for Speech-Language Pathology Majors</td>
<td>106</td>
</tr>
<tr>
<td>Program for Theatre Arts Majans</td>
<td>168</td>
</tr>
<tr>
<td>Program for Theology and Religious Studies Majors</td>
<td>169</td>
</tr>
<tr>
<td>Programs for 5-Year B.S./M.S. &amp; B.A./M.S. in Adolescence/Special Education</td>
<td>200</td>
</tr>
<tr>
<td>Programs for 5-Year B.S./M.S. &amp; B.A./M.S. in Adolescence/TESOL</td>
<td>205</td>
</tr>
<tr>
<td>Programs for 5-Year B.S./M.S. in Childhood/Special Education</td>
<td>199</td>
</tr>
<tr>
<td>Programs for 5-Year B.S./M.S. in Childhood/TESOL</td>
<td>202</td>
</tr>
<tr>
<td>Programs for Accounting Majors</td>
<td>175</td>
</tr>
<tr>
<td>Programs for Adolescence and Adolescence/Special Education</td>
<td>194</td>
</tr>
<tr>
<td>Programs for Aging Studies/Gerontology</td>
<td>267</td>
</tr>
<tr>
<td>Programs for Art Majors</td>
<td>121</td>
</tr>
<tr>
<td>Programs for Biology and Earth Science Education Majors</td>
<td>207</td>
</tr>
<tr>
<td>Programs for Biology Majors</td>
<td>126</td>
</tr>
<tr>
<td>Programs for Business Management Majors</td>
<td>175</td>
</tr>
<tr>
<td>Programs for Childhood Education 1-6/Early Childhood Birth-Grade 2 and for Childhood/Special Education</td>
<td>191</td>
</tr>
<tr>
<td>Programs for Communications Education Majors</td>
<td>217</td>
</tr>
<tr>
<td>Programs for Communications Majors</td>
<td>131</td>
</tr>
<tr>
<td>Programs for Computer Studies Majors</td>
<td>150</td>
</tr>
<tr>
<td>Programs for Dual Degree Music Therapy Majors</td>
<td>158</td>
</tr>
<tr>
<td>Programs for Dual Degrees in Accounting, Finance, Management, or Marketing</td>
<td>181</td>
</tr>
<tr>
<td>Programs for Economics Majors</td>
<td>175</td>
</tr>
<tr>
<td>Programs for Education Special Subjects/Career Fields</td>
<td>196</td>
</tr>
<tr>
<td>Programs for English Education Majors</td>
<td>218</td>
</tr>
<tr>
<td>Programs for English Majors</td>
<td>139</td>
</tr>
<tr>
<td>Programs for Finance Majors</td>
<td>175</td>
</tr>
<tr>
<td>Programs for Health Service Leadership</td>
<td>98</td>
</tr>
<tr>
<td>Programs for History and Social Studies</td>
<td></td>
</tr>
<tr>
<td>Education Majors</td>
<td>228</td>
</tr>
<tr>
<td>Programs for History Majors</td>
<td>143</td>
</tr>
<tr>
<td>Programs for Interdisciplinary Studies Majors</td>
<td>145</td>
</tr>
<tr>
<td>Programs for Marketing Majors</td>
<td>175</td>
</tr>
<tr>
<td>Programs for Mathematics Education Majors</td>
<td>238</td>
</tr>
<tr>
<td>Programs for Mathematics Majors</td>
<td>149</td>
</tr>
<tr>
<td>Programs for Music B.S. Majors</td>
<td>154</td>
</tr>
<tr>
<td>Programs for Music Therapy Majors</td>
<td>156</td>
</tr>
<tr>
<td>Programs for Nuclear Medicine Technology</td>
<td>101</td>
</tr>
<tr>
<td>Programs for Nursing Majors</td>
<td>114</td>
</tr>
<tr>
<td>Programs for Philosophy Majors</td>
<td>162</td>
</tr>
<tr>
<td>Programs for Political Science Majors</td>
<td>143</td>
</tr>
<tr>
<td>Programs for Psychology Education Majors</td>
<td>250</td>
</tr>
<tr>
<td>Programs for Respiratory Care</td>
<td>103</td>
</tr>
<tr>
<td>Programs for Social Work</td>
<td>267</td>
</tr>
<tr>
<td>Programs for Sociology Education Majors</td>
<td>252</td>
</tr>
<tr>
<td>Programs for Spanish Education Majors</td>
<td>253</td>
</tr>
<tr>
<td>Programs for Spanish Majors</td>
<td>147</td>
</tr>
<tr>
<td>Programs for the Earth and Environmental Studies Majors</td>
<td>128</td>
</tr>
<tr>
<td>Programs for Visual Arts Education Majors</td>
<td>264</td>
</tr>
<tr>
<td>Programs of Study and Major Requirements</td>
<td>87</td>
</tr>
<tr>
<td>Progression Requirements for Financial Aid</td>
<td>39</td>
</tr>
<tr>
<td>PSI CHI</td>
<td>79</td>
</tr>
<tr>
<td>Psychology</td>
<td>163</td>
</tr>
<tr>
<td>Psychology Courses</td>
<td>389</td>
</tr>
<tr>
<td>PSYCHOLOGY MINOR</td>
<td>283</td>
</tr>
<tr>
<td>Psychology—B.S.</td>
<td>165</td>
</tr>
<tr>
<td>Public Safety</td>
<td>59</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td></td>
</tr>
<tr>
<td>Readmission Policies</td>
<td>23</td>
</tr>
<tr>
<td>READERMISSION/RE-ENTRY MAJOR REQUIREMENTS</td>
<td>73</td>
</tr>
<tr>
<td>REFUNDS</td>
<td>32</td>
</tr>
<tr>
<td>Registration and Accreditations</td>
<td>11</td>
</tr>
<tr>
<td>REGISTRATION AND ADVISEMENT</td>
<td>65</td>
</tr>
<tr>
<td>REMEDIAL INSTRUCTION</td>
<td>68</td>
</tr>
<tr>
<td>REPEATED COURSES</td>
<td>71</td>
</tr>
<tr>
<td>RESIDENCY REQUIREMENTS - TRANSFER WORK</td>
<td>81</td>
</tr>
<tr>
<td>Respiratory Care Courses</td>
<td>393</td>
</tr>
<tr>
<td>RESPIRATORY CARE—A.A.S.</td>
<td>104</td>
</tr>
<tr>
<td>RESPIRATORY CARE—B.S.</td>
<td>104</td>
</tr>
<tr>
<td>ROTC—RESERVE OFFICER’S TRAINING CORPS</td>
<td>61</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td></td>
</tr>
<tr>
<td>Scholarship and Award Funds</td>
<td>39</td>
</tr>
<tr>
<td>Scholarships</td>
<td>41</td>
</tr>
<tr>
<td>School of Arts and Sciences Programs of Study</td>
<td>119</td>
</tr>
<tr>
<td>School of Business Programs of Study</td>
<td>171</td>
</tr>
</tbody>
</table>
Directions to Molloy College

VIA RAILROAD - From Manhattan (Penn Station) or Brooklyn (Flatbush Avenue Station):
Take the L.I.R.R. Babylon branch eastbound to Rockville Centre. Cabs are available from the Rockville Centre train station, or take the N16 bus north to the campus. Shuttle service is also available. (See below)

VIA RAILROAD - From points east of Rockville Centre:
Take either the L.I.R.R. Babylon line or the Main Branch westbound. On the Babylon branch, go to Rockville Centre and follow instructions above. On the Main Branch, go to Hempstead, and either take a cab or the N16 bus southbound.

VIA AIR
Molloy College is located approximately 30 miles from Long Island’s MacArthur Airport, and within 20 miles of LaGuardia Airport and Kennedy International Airport. Limousine service is available from all three area airports. In addition, there is a scheduled bus service from Kennedy Airport to the Rockville Centre railroad station.

SHUTTLE SERVICE: The Molloy College shuttle provides transportation between Molloy College and the Rockville Centre train station as well as the Hempstead Bus Terminal. The shuttle operates during the fall and spring semesters. The schedules can be obtained in the Public Safety Office which is located in the lower level of Maria Regina Hall. They can also be found online on the Student Affairs and Public Safety web pages.

The shuttle pickup on campus is located in Kellenberg Circle. The Hempstead Bus Terminal pickup area is located on the corner if W. Columbia Street and Morrell Street. The Rockville Centre train station pickup area is located on the south side of the train station (Sunrise Highway side). Molloy College ID cards are required to ride the shuttles. Shuttle questions or concerns should be directed to the Office of Public Safety at 323.3500.

VIA CAR From Manhattan or Queens:
Take Grand Central Parkway or Long Island Expressway east to the Cross Island Parkway. Take Cross Island Parkway south to Southern State Parkway. Take Southern State east to Exit 19N (Peninsula Boulevard). Make the second right turn onto Alabama Avenue. Continue to S. Franklin Avenue. Make a right turn. Molloy is on the right side of the street after the overpass.

From New England, Westchester, upstate New York or the Bronx:
Take either the Whitestone or Throgs Neck Bridge to the Cross Island Parkway. Take Cross Island Parkway south to Southern State Parkway. Take Southern State Parkway east to Exit 19N as described above.

From Brooklyn:
Take the Belt Parkway, which becomes the Southern State Parkway east to Exit 19N as described above.

From points on Long Island east of Rockville Centre:
Take Southern State Parkway west to Exit 20S. Turn right onto Grand Avenue. Make a right on Georgia Street. Georgia Street become Beech Street, which ends opposite Molloy College.

FROM EXIT 20S (Grand Avenue):
Turn right onto Grand Avenue. Make a right onto Georgia Street. Georgia Street becomes Beech Street, which ends opposite Molloy College (approximately one-half mile from Grand Avenue to Molloy).