



# MOLLOY UNIVERSITY

Summer 2023

## SUMMER INSTITUTES for TEACHERS

Molloy University will provide professional development opportunities for teachers this summer through a series of week long Institutes being offered at either the **Rockville Centre campus** at 1000 Hempstead Avenue or at its **Suffolk Center** at 1100 North Broadway (Route 110), Amityville, NY 11701. **Online courses** are also offered! All the Institutes are offered for 3 graduate credits and our Advanced Placement institutes may also be taken on a non-credit basis. Additional information can also be found on our website at: [www.molloy.edu/ce/summer](http://www.molloy.edu/ce/summer). Institutes will be offered in the methods and techniques of teaching:

- Advanced Placement Subjects • Ed Tech • English Language Arts • Math • Science
- General Interest • K-6 Grade Levels • Post Master's Certifications • SEL
- SDL/SBL • Social Studies • Special Education • STEM Educator • TESOL • Teacher Assistant

Further information on all the institutes can be found inside.

**Graduate Tuition Rate: \$945 per 3-credit Institute For Teachers Who Qualify, see page 15**

*Register Now - Space is Limited!*

Molloy University  
Summer Institutes  
[www.molloy.edu/ce/summer](http://www.molloy.edu/ce/summer)

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Molloy University  
Division of Continuing Education and Professional Studies  
1000 Hempstead Avenue  
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# SUMMER INSTITUTES FOR TEACHERS

Interested in expanding your subject area knowledge, exploring new subject material or adding to your teaching tool kit? Look no further, Molloy University has what you are looking for. This summer you will be able to enroll in courses to build your knowledge in various content areas and to improve your instructional skills. The Institutes described in the pages that follow may be taken for 3 graduate credits (**\$945 per Institute**) or on a non-credit basis for 2 in-service credits (**AP courses only, \$850 per AP Institute**). Our Summer Institutes are offered in a variety of online and in-person (Rockville Centre campus or Suffolk Center in Amityville) intensive formats. Course descriptions, along with the schedule of classes, tuition rates, travel directions, application and registration information can be found on the pages as listed below. Visit: [www.molloy.edu/ce/summer](http://www.molloy.edu/ce/summer) for more information.

Information on the following institutes and programs can be found on the pages that follow.

## AP\* INSTITUTES (page 11):

(Please visit: [www.molloy.edu/ce/ap](http://www.molloy.edu/ce/ap) for further information.)

- AP Biology
- AP Calculus BC
- AP Calculus AB
- AP Chemistry
- AP Computer Science A
- AP Com. Science Princ.
- AP English Language
- AP English Literature
- AP Environmental Sci.
- AP European History
- AP Government & Politics
- AP Physics 1
- AP Physics C Mechanic and EM
- AP Spanish Language
- AP Spanish Literature
- AP Statistics
- AP U. S. History
- AP World History

## GENERAL INTEREST AND ENGLISH LANGUAGE ARTS

### INSTITUTES (pages 2-8):

- \*\*Accessibility Tools to Support Diverse Learners
- \*\*Advanced Practices for the Already Tech Savvy Teacher
- \*\*Best Practices & Strategies for the Secondary Level Educator
- \*\*Best Practices & Strategies II
- \*\*Content Creation and Communication with Canva
- Creating a Culture of Thinking for 21st Century Learners
- \*\*Cultivating Student Writing Identity
- \*\*\*Differentiated Instruction...Supporting all Learners
- \*\*Differentiation of Instruction Using Technology
- Drama in the ELA Classroom
- \*\*Embracing Technology in the Classroom
- Engaging the Learner With Games
- Engaging the Learner With Games 2.0!!!
- \*\*Equity Practices for Diverse Learners
- \*\*Escape Digital Breakout in Your Classroom
- \*\*Exploring Learning Differences and Language Diversity
- \*\*Growing a STEAM Mindset
- \*\*Infusing Character and Curriculum
- \*\*Integrating the New Computer Science Digital Fluency Stand.
- \*\*Leadership on All Levels
- Let's Focus on Characters!
- \*\*Leveling Up Lessons With HyperDocs
- \*\*Promoting Student Engagement Using Ed. Tech., Gr. 5-12
- \*\*\*Responding to Student Writing
- Rethinking the Writing Process
- \*\*Scaffolding for Multilingual Learners
- \*\*SEL: Reaching and Teaching the Heart of Every Student
- \*\*\*Shakespeare: Now Playing
- \*\*\*Student Centered Instructional Practices: Are They Getting It?
- \*\*Taking a Multidisciplinary Approach to the Impacts of Distant Learning
- \*\*\*Teaching for Tomorrow...Learning from Yesterday
- \*\*Teaching Multilingual Learners When the ENL Teacher is Not in My Class?
- \*\*The Tech Savvy Teacher of Today
- Using Foldables to Boost Student Achievement
- \*\*Using Tech. to Promote a Collaborative K-6 Environment

## MATH INSTITUTES (pages 8-9):

- \*\*\*Infusing Math History Into Your Math Class
- \*\*\* More Than Euclidean Geometry
- \*\*\*Topics in PreCalculus

## SCIENCE INSTITUTES (pages 9-10):

- Exploring Long Island's Coastal Parks
- \*\*\*Exploring Long Island's Geological History
- \*\*\*Exploring Long Island's Hidden Ecosystems for Grades K-12
- \*\*\*Fisheries Biology
- \*\*\*Going Deep! Marine Ecosystems From Beaches to Trenches
- \*\*Integrating History and Literature into Your Science Curriculum
- \*\*\*Investigating the Geological History of North America for
- \*\*\*Investigating Relationships in Science & Art: The Leonardo da Vinci Perspective for Grades K-12
- \*\*\*Rocket Science: The History of Humans in Space
- \*\*Science in the Elementary Classroom
- \*\*\*Sink or Swim? Biodiversity & Adaptations in North America
- TGI 2023: Teaching Sustainability in the High School Classroom
- TGI 2023: Teaching Sustainability in the MS Classroom
- \*\*The Human Impact of Environment on Long Island
- \*\*\*Understanding Marine Ecosystems of the Northeast
- \*\*Yellowstone: The Last Frontier

## SOCIAL STUDIES INSTITUTES (page 11):

- \*\*Open Educational Resources for Social Studies Teachers

## Post-Master's Courses Leading to Certification Without an Additional Degree (pages 12-13):

- Bilingual Education Extension Certification
- Childhood Grades 1-6 Certification
- Early Childhood Grades Birth - 2nd Certification
- Educational Technology Specialist Certification
- Gifted Education Extension Certification
- Middle School Extension Certification
- Students with Disabilities 1-6 Certification
- Students with Disabilities 7-12 Certification
- TESOL Certification

## Post-Master's Advanced Certificates in School Building Leader and School District Leader (page 13)

## Certificate and Teacher Assistant Programs (page 14)

- Social Emotional Learning (SEL) certificate
- STEM Educator Certificate

\* AP, Advanced Placement Program, are registered trademarks of the University Board. Used with permission  
\*\* Online Course (asynchronous)  
\*\*\* Hybrid Course (part asynchronous online, part in-person or Zoom)

Application and Registration Instructions with Travel Information to both campuses can be found on page 15.

## Institute Descriptions and Schedule of Classes

Most of the Summer Institutes are offered on an intensive, one-week, 4-day, format at either our Rockville Centre campus or at our Suffolk Center in Amityville, or online. Each Institute can be taken on a graduate credit basis for \$945 for 3 graduate credits. To register, please refer to the Application and Registration Instructions on page 15.

### GENERAL INTEREST AND ENGLISH LANGUAGE ARTS

To register, please refer to the Application and Registration Instructions on page 15.

#### **Accessibility Tools to Support Diverse Learners**

Course Number: EDU 5900 Section: 45

(3 graduate credits, Tuition \$945)

July 17-20, M-Th; **Asynchronous Online**

Universal design for learning (UDL) is a teaching approach that works to accommodate the needs and abilities of all learners. To address this, teachers should advocate for accessible and inclusive instructional approaches. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning. Providing students with multiple means of perceiving, comprehending, and expressing their learning allows them to engage with material in a way that most benefits them. In this course, participants will learn about a variety of accessibility tools to support the diverse learners in their classrooms. Activities will include tools that are free and premium, as well as tools to accommodate learners who use Microsoft, Google and Chromebooks, and Apple hardware.

Instructor: **Kristina Holzweiss** see bio on page 3.

#### **Advanced Practices for the Already Tech Savvy Teacher**

Course Number: EDU 5900 Section: 03

(3 graduate credits, Tuition \$945)

June 5-June 16, **Asynchronous Online**

How can we use technology as a tool to bring content to life? With the world at our fingertips, teachers have endless possibilities to motivate students. Here, we will work to find the right tools to inspire creativity, assess students, enlighten young minds, and even virtually explore the world. It's time to redesign our lessons with student engagement being the top priority!

Instructor: **Jessica Ryan** is an Adjunct Professor at Molloy University, an elementary teacher in Lynbrook School District, and co-author of Growing a Growth Mindset: Unlocking Character Strengths Through Children's Literature. She was awarded as an Educator of Excellence by Molloy University and Mathematics Teacher of the Year by Nassau County's Mathematics Teachers Association.

#### **Best Practices and Strategies for the Secondary Level Educator**

Course Number: EDU 5900 Section: 46

(3 graduate credits, Tuition \$945)

June 26-29, M-Th; 8:00 a.m. - 4:00 p.m., **Asynchronous Online**

This class will be open to **all** secondary level educators and graduate students who are pursuing a degree in secondary education. All disciplines will be addressed through best teaching practices. The class will examine the use of technology (iPads, Chromebooks, smartphones) based on the SAMR model, QFT Protocol,

the collaborative teaching model, interdisciplinary education, effective questioning, literacy skills, and character education. Administrators, and National Board Certified teachers will also come in as guest lectures to model effective instruction.

Instructors: **Jason Manning** and **Todd Nussen** have been nationally renowned pioneers in the teaching of the Big History Course. They are both National Board Certified teachers and for their work as Teacher Leaders for the Big History Project and the implementation of this interdisciplinary approach to learning, they were co-recipients of the Collaborators of Excellence Award by NYSEC in 2015. Jason was honored as the Empire State Teacher for Excellence in 2016. In 2017, Todd received the September 11th Teacher Award by the 9/11 Tribute Center for his work on global citizenship. They are both adjunct professors of education at Molloy and have presented at educational conferences across the country.

#### **Best Practices and Strategies II for the Secondary Level Educator**

(You **do not** need to take Best Practices I in order to take this course)

Course Number: EDU 5900 Section: 06

(3 graduate credits, Tuition \$945)

July 17-20, M-Th; **Asynchronous Online**

This class will be open to all secondary level educators. All disciplines will be addressed through best teaching practices. The class will examine: reimagining homework and grading, lessons from remote learning, character education, peer observations, ENL and collaborative models, social-emotional learning, and culturally responsive teaching. (You do not need to take Best Practices I to take this class.)

Instructors: **Jason Manning** and **Todd Nussen** see bios on this page.

#### **Content Creation and Communication with Canva**

Course Number: EDU 5900 Section: 28

(3 graduate credits, Tuition \$945)

July 10-13, M-Th; **Asynchronous Online**

With Canva, you won't need a degree in graphic design to create content to support student learning, and to communicate with your colleagues. Learn the basics of Canva as well as how to animate GIFs, create videos, design learning materials, collaborate with other users, share information through infographics, create newsletters, and design certificates and digital badges, among other valuable skills. Participants will learn how graphic design is an "on-ramp" for reluctant writers and speakers. You will learn about the different templates offered by Canva, how to modify them, and how to create teaching resources from scratch. No technology, art, or graphic design experience is necessary for this beginner course that has been designed to assist teachers of all grade levels and subject areas. Through this course,

participants will learn how to create resources to enhance their teaching and design simple projects for their students.

Instructor: **Kristina Holzweiss** (MLIS, MA) is a high school educational technology enrichment specialist, a certified school librarian and secondary English teacher. She shares ideas and resources about her school library and makerspaces on her website [bunheadwithducttape.com](http://bunheadwithducttape.com). Kristina was named the School Library Journal Librarian of the Year in 2015, a National School Board 2016 - 2017 "20 to Watch" emerging education technology leader, and a 2018 Library Journal Mover & Shaker. She is also the winner of the 2015 NYSCATE Lee Bryant Outstanding Teacher Award and 2015 Long Island Technology Summit Fred Podolski Leadership and Innovation Award. She is the author of Scholastic makerspace books, and the co-author of *Hacking School Libraries*. Kristina serves as the Long Island Director for NYSCATE.

### **Creating a Culture of Thinking For 21st Century Learners**

Course Number: EDU 5900 Section: 63

(3 graduate credits, Tuition: \$945)

July 10-13; M-Th; 8:00 a.m. - 4:00 p.m., Suffolk

This course will examine the philosophy of Harvard Graduate School's Project Zero institute and provide educators of all grade levels and disciplines ways to encourage critical thinking and make thinking visible within the class. The class will utilize technology and digital tools to engage and meet the needs of diverse learners. There will also be an emphasis on the power of reflection for educators and learners through the use of blogs.

Instructor: **Danielle Mammolito**

### **Cultivating Student Writing Identity \*New\***

Course Number: EDU 5900 Section: 49

(3 graduate credits, Tuition \$945)

July 17-20, **Asynchronous Online**

A classroom that embraces diversity, equity, and inclusion is one that fosters a learning environment that encourages mutual respect and collaboration. With this in mind, teaching writing provides ample opportunities to support all students in their development as writers, speakers, and thinkers. According to NYSED, adopting a culturally responsive framework grounded in diversity, equity, and inclusion creates "student-centered learning environments that affirm cultural identities, foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking." Join us this summer as we engage in an exploration of how to build a true and accessible writing program – one that grants students opportunities to find their voices and identities.

Instructor: **Dr. Karen Buechner** is an adjunct professor of Education at Molloy College and an adjunct professor in the Program of Writing and Rhetoric at SUNY Stony Brook. After teaching secondary ELA for thirty years, she continues to consult for the OWL Teacher Center and Eastern Suffolk Boces. Her areas of expertise include literacy education, particularly writing instruction, student-centered learning, and classroom discourse. She has presented numerous professional workshops on

secondary literacy throughout Long Island and NYC. As a fellow of the Long Island Writing Project, she has been instrumental in implementing professional development in schools across Long Island.

### **Differentiated Instruction...Supporting all Learners**

**\*New\***

Course Number: EDU 5900 Section: 65

(3 graduate credits, Tuition: \$945)

July 24-27; M-Th; 8:00 a.m. - 4:00 p.m., **Hybrid**: first day will be a full day of in-person classroom instruction at the Suffolk Campus. Then the rest of the week will be asynchronous through Canvas (times are only for the first day).

This course will evaluate ways to develop a learner profile for every student. Discussion and modeling how to implement instructional strategies which will allow for all students to succeed will occur. There will be an emphasis on the development of differentiated activities and assessments. Introduction to the Understanding by Design (UbD) and Universal Design for Learning (UDL) principles will be spotlighted. Educators of students in all grade levels and subject areas are welcome!

Instructor: **Dr. Brian Trapani** see bio on this page.

### **Differentiation of Instruction Using Technology**

Course Number: EDU 5900 Section: 67

(3 graduate credits, Tuition: \$945)

July 31-August 3, M - Th; **Online Asynchronous**

Laptops, iPads, Chromebooks, and even smart phones, have the potential to support struggling learners and provide opportunities for enrichment to all learners. In this workshop, we will explore how various tools and apps can facilitate differentiation and personalization and create rich learning experiences that meet the needs of ALL students. In particular, we will focus on how technology might support reading, writing, and note-taking, as well as provide students with multimedia options and various choices for how they demonstrate their understanding. During this intensive, hands-on workshop, teachers will have abundant time to explore sites, tools, apps, and strategies that can be applied to any device – and any classroom – in order to help students develop into master learners. (This class is applicable to all disciplines & grades)

Instructor: **Melissa Torre**. See bio on this page.

### **Drama in the ELA Classroom**

Course Number: EDU 5900 Section: 10

(3 graduate credits, Tuition: \$945)

June 26–29, M - Th; 8 a.m. – 4:00 p.m., RVC campus

Drama is an important tool for preparing students to live and work in a world that is increasingly team oriented. It is a creative way for students to express how they feel and what they have learned. Drama helps students develop tolerance and empathy. Students have the opportunity to celebrate the richness and depth of human expression in all of its forms. This course is designed to explore the many facets of the ELA Next Generation Standards and discuss objectives implementing these standards in various teaching techniques. Teachers will review anchor standards and develop lessons and units of study utilizing these objectives. They will analyze the value of performing various literature, focusing on plays,

skits, cooperative stand-up, strike a pose and tableau in order to ensure that their students will be University and career ready when they reach that age – and ready for the next grade level when the school year is complete. Drama will be an integral part of this course.

Instructor: **Regina Hall** is an English teacher at St. John the Baptist Diocesan High School. She teaches 11AP Literature, Contemporary Fiction, Speech and 12R British Literature. She has been teaching since 1982 and has taught all Regents level English courses. In 2012, she was awarded the University of Chicago Outstanding Educator Award. Ms. Hall's educational goal is to instill a love for literature in each of her students.

### **Engaging the Learner with Games**

Course Number: EDU 5900 Section: 37

(3 graduate credits, Tuition: \$945)

July 24-27, M - Th; 8:00 a.m. - 4:00 p.m., Suffolk campus

This class has been created for teachers to maximize teaching and learning, by making it an engaging and exciting experience. Explore a variety of classic games, such as card games and board games, in non-electronic form. As well as online and other electronic games. Who doesn't love games? Games spark interest, enthusiasm for learning and help students to remember what was learned. The overall objective should be to help each child to understand concepts, enabling them to become more confident with the material. What better way to do that than through educational games. (This class is applicable to all disciplines & grades)

Instructor: **Melissa Torre**. See bio on this page.

### **Engaging the Learner with Games 2.0!!! \*New\***

Course Number: EDU 5900 Section: 72

(3 graduate credits, Tuition: \$945)

August 7-10, M - Th; 8:00 a.m. - 4:00 p.m., Suffolk campus

Ask & you shall receive, so many teachers have asked for even more games so here it is Games PART 2! You do not need to take part 1 before Part 2. This class has been created for teachers to continue to maximize teaching and learning, by making it an engaging and exciting experience with even more new game ideas. Explore a variety of classic games, such as card, dice and board games, in non-electronic form. As well as online and other electronic games. Who doesn't love games? Games spark interest, enthusiasm for learning and help students to remember what was learned. The overall objective should be to help each child to understand concepts, enabling them to become more confident with the material. What better way to do that than through educational games.

**(This class is applicable to all disciplines & grades)**

Instructor: **Melissa Torre**. See bio on this page.

### **Equity Practices for Diverse Learners \*New\***

Course Number: EDU 5900 Section: 12

(3 graduate credits, Tuition \$945)

June 26-June 29, **Asynchronous Online**

Equity for multilingual learners has been an essential focus in schools as educators recognize their cultural and linguistic identities, backgrounds, multiliteracies, and complex experiences. As we step out of the pandemic, we have more insight into the need for equity-based practices for our MLs. In this course, participants will explore key equity strategies and practical ways to implement them in their classrooms to meet

the needs of MLs while planning equity-focused, deliberate daily actions and activities which build on multilingual learners' strengths.

Instructor: **Dr. Carrie McDermott Goldman** is an associate professor in the School of Education and Human Services at Molloy University. She teaches graduate education courses related to instruction and assessment for multilingual learners, cultural and linguistic diversity, and ESOL methodology, theory, and acquisition. She consults with districts to train staff and administrators in various aspects of ESOL including new and revised mandates, differentiated strategies, integrated collaborative instructional practices, and classroom coaching/ mentoring. In addition, she recently co-authored the book, "From Equity Insights to Action: Critical Strategies for Teaching Multilingual Learners".

### **Escape Digital Breakout in Your Classroom**

Course Number: EDU 5900 Section: 51

(3 graduate credits, Tuition: \$945)

July 17-20; M - Th; **Online Asynchronous**

Escape rooms have taken the social scene by storm! Whether played by teenagers, adults or people in team-building activities, the Escape Room is a perfect way to test your wits in a race against time. It involves communication, critical thinking, collaboration and creativity- all 21st century skills. What better way to teach your students these skills than bringing gamification your classroom? This course will explore the components of traditional and digital breakout games and participants will create their own games based on grade levels, content

Instructor: **Danielle Mammolito**

### **Embracing Technology in the Classroom**

Course Number: EDU 5900 Section: 21

(3 graduate credits, Tuition: \$945)

July 10-13, M - Th; **Online Asynchronous**

Tired of the same old lessons? Are your students getting 1:1 devices and you're not sure how to integrate them? The integration of technology in classrooms is an ongoing and monumental task. The use of iPads & Chromebooks have the potential to change the classroom in dynamic and exciting ways. In this engaging and interactive workshop, you'll learn practical ideas and strategies for using a wide variety of technologies in the classroom as well as which apps work best to help your students visualize & therefore understand better some complex concepts. We will learn how Nearpod can be used to create interactive lessons that can be both teacher or student driven. As well as look at free apps available for instruction and assessments. (This class is applicable to all disciplines & grades)

Instructor: **Melissa Torre** is a High School Earth Science & was a Middle School Physical Science Teacher on Long Island. She has her Masters in Special Education & Undergrad in Geology & Elementary Education. She holds NYS certifications in Earth Science, Special Education, & Elementary Education. She is also was the Suffolk County STANYS (Science Teachers Association of NYS) Earth Science SAR (Subject Area Representative) and has been awarded the Nassau County STANYS Outstanding High School Science Teacher Award & the STANYS Fellows New Teacher Conference Award.

### Exploring Learning Differences and Language Diversity

**\*New\***

Course Number: EDU 5900 Section: 30

(3 graduate credits, Tuition \$945)

July 10-13, **Asynchronous Online**

How can educators meet the needs of diverse learners and understand the concepts of learning differences to meet curricular expectations? What should educators look for and expect from diverse students? Learning differences and language diversity impact student growth and educators should be aware of how they can use asset-based classroom practices. Participants will explore these concepts, discuss learning trajectories, implement strategies, and identify key elements to clarify the complexity of learning differences. While exploring these elements, participants will learn how to make sound decisions to support the diverse needs of students; when and how to seek out collegiate collaboration, and how to avoid misidentification.

Instructor: **Dr. Carrie McDermott Goldman** see bio on page 3.

### Growing A STEAM Mindset

Course Number: EDU 5900 Section: 13

(3 graduate credits, Tuition \$945)

June 26-29, **Asynchronous Online**

What does it take to be successful in Science, Technology, Engineering, Art, and Math? By embedding lessons with the positive psychology concepts of growth mindset, grit, character strengths, happiness, and hope, we will empower students to be reflective, critical thinkers. Using children's literature, students will have a common language to explore these ideas. Participants will explore and design STEAM activities that connect to the concepts of the literature and foster a growth mindset. These activities will challenge students, impact their thinking, and promote a positive classroom culture where it's okay to "fail well."

Instructor: **Jessica Ryan** see bio on page 2.

### Infusing Character and Curriculum

Course Number: EDU 5900 Section: 38

(3 graduate credits, Tuition: \$945)

July 17 - 20, **Asynchronous Online**

As student advocates and educators, we know our students need to feel successful academically, socially, and emotionally. Social-Emotional Learning and Character Education are as important to your curriculum as English Language Arts. With our growing curriculums and rigorous expectations, how do we ensure our students are receiving a social-emotional curriculum? Throughout this course, we will explore ways we can integrate Social Emotional Learning and Character Education into your already effective curriculum. Together, we will share and discuss lesson plans you are already teaching, and add those vital social-emotional components. We will work together to create classroom environments where students feel confident enough to become risk-takers and hope-creators. Instructor: **Lisa Lampert**

### Integrating the New Computer Science Digital Fluency Standards Into Your Elementary Curriculum

Course Number: EDU 5900 Section: 33

(3 graduate credits, Tuition \$945)

July 31-August 3, M-TH; **Online Asynchronous**

This course will review the New York State Computer Science and Digital Fluency Learning Standards for grade bands K-1, 2-3, and 4-6. Teachers will develop ideas and practices on how current educational technologies in the classroom align with the new standards while introducing new ideas and tools to address meeting the needs of students. The goal of the standards is to ensure that every student will know how to live productively and safely in a technology-dominated world. This includes understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies.

Instructor: **Dr. Maria Esposito** is an assistant professor at Molloy University in the School of Education and Human Services. She teaches Technology for Teachers in the Inclusive Classroom and Advanced Technology in the Graduate Program. She provides professional development for her colleagues in advanced instructional technology in a "state of the art" model classroom at Molloy University and has presented technology integration at international conferences. Her professional roles have included the following: elementary school teacher, Assistant Manager in Instructional Technology at Syosset Schools, and a Divisional Administrator for Instructional Technology at Western Suffolk BOCES.

### Leadership On All Levels

Course Number: EDU 5900 Section: 55

(3 graduate credits, Tuition \$945)

July 17-20, M-TH; **Online Asynchronous**

This course will examine the teacher leadership principles and mindsets that are often pulled into focus for school and district leaders. Yet, as leaders, we know that we can't lead school buildings and districts alone. During this course, using Voxer, participants will dig deep into the evaluation of how we can develop all staff members as leaders within an organization. We will dive into building culture and relationships, establishing a true presence over just visibility, ensuring our students' stories are transparent to our community, forging trust with all members of the school community, and how we can develop a classroom culture that bleeds into every aspect of the school building. Throughout the course, we will read and examine the work of current thinkers such as Tom Murray, Jimmy Casas, Joe Sanfelippo, George Couros, and others. Perhaps this is the first course of your school leadership journey.

Instructor: **Ed Kemnitzer**, Assistant Superintendent for Instruction and Personnel, East Williston School District

### Let's Focus on Characters!

Course Number: EDU 5900 Section: 34

(3 graduate credits, Tuition: \$945)

July 10-13, M - Th; 8 a.m. – 4:00 p.m., RVC campus

This course is designed to explore the many facets of the ELA Standards and discuss objectives implementing these standards in various teaching techniques. Teachers will review anchor standards and develop lessons and

units of study utilizing these objectives. They will analyze the value of pairing various literature with informational texts in order to ensure that their students will be college and career ready when they reach that age – and ready for the next grade level when the school year is complete. Character analysis will be an integral part of this course.

Instructor: **Regina Hall**

### **Leveling Up Lessons With HyperDocs**

Course Number: EDU 5900 Section: 59

(3 graduate credits, Tuition: \$945)

July 31-August 3; **Asynchronous Online**

HyperDoc is a lesson plan where students work within the designed digital framework. It is a modern version of a web quest but infused with current research-based instructional practices. Using a HyperDoc in your classroom aids learners of all types and engages students in a new way in the classroom. The model promotes authentic global thinking, and critical thinking with new real-world applications. It is a new and innovative way to package lessons. HyperDocs level up lessons with a variety of different practices, such as App Smashing, Gameboard, PearDeck and Mystery Skype. In this class, Dr. Katie DiGregorio will discuss the pedagogy behind a HyperDoc and show various tools and techniques to create your own for the upcoming school year.

Instructor: **Katie DiGregorio**, Director of ENL & Instructional Technology, West Hempstead UFSD and adjunct faculty member, Molloy University

### **Promoting Student Engagement Using Educational Technology, Grades 5-12**

Course Number: EDU 5900 Section 73

(3 graduate credits, Tuition: \$945)

August 7-10; **Asynchronous Online**

This asynchronous, online course for teachers of grades 5-12 of all content areas will prepare and encourage its participants to leverage educational technology to promote and strengthen student engagement in all areas of classroom instruction. Participants will explore and use a variety of platforms either in their planned teaching or actual teaching experience, with coursework tailored to participants' actual and proposed instruction. Through the use of these technological resources, students will be able to: strengthen their writing and expression skills, develop their abilities to engage in multimodal learning, participate more fully in meaningful collaboration, and explore the range and depth of new ideas. Participants will have plenty of opportunities to try out and employ new strategies with the support of a practicing teacher. The tech tools emphasized in this course include: Nearpod, Padlet, Digital Notebooks, Gimkit/Kahoot/Blooket (Games), Slidesmania/Slidesgo/Slides Carnival, Google Suite, Thinglink, EdPuzzle and Canva.

Instructor: **Laurie Bocca**

### **Responding to Student Writing: Efficient, Streamlined, Actionable Feedback \*New\***

Course Number: EDU 5900 Section: 24

(3 graduate credits, Tuition: \$945)

June 26-29, M - Th; **Hybrid:** Entirely online via Canvas and Zoom; see description for schedule

Most English teachers feel inundated with the paperwork involved in responding to student writing. And yet, the hours and hours that eat up weekends and evenings don't necessarily result in improvements in student writing. If your efforts don't seem justified, come and learn some better ones that show incremental results while conserving your own precious energy. Strategies to be addressed include: prescriptive, targeted follow-up to basic errors; single trait scoring; building better rubrics, effective peer editing, moving students back and forth through the writing process, framing the task, use of color-coding, and customizing the autocorrect function to include your go-to comments. We will consider various paradigms such as workshop, prompted, on-demand, and evidence-based. Amy Benjamin taught high school English for 30+ years, and attributes her survival to these time-saving, strategic practices. We will meet for two hours on zoom (8:00-10:00), for the first three days (Monday-Wednesday), with the remaining hours via Canvas. On the final day (Thursday) we will work on Canvas until 2:00, and then meet on Zoom from 2:00-4:00 Grades 6-12.

Instructor: **Amy Benjamin** see bio this page.

### **Rethinking the Writing Process: Preparing Writers for Success in College, Career, and Life: Grades 5-12, ELA, and Content Area Teachers**

Course Number: EDU 5900 section 71

(3 graduate credits, Tuition: \$945)

July 10-13, M- Th; 8 a.m. – 4 p.m.; RVC Campus

This interactive, designed for ELA and Content Area teachers: Grades 5-12, will help participants reimagine how they can integrate engaging writing instruction in their classrooms to prepare students for rigorous writing expectations and demands at the college level, in the workforce, and in their lives. Participants will explore strategies for including an increase in authentic student writing experiences to: improve literacy skills; empower students to discover through critical thinking a process for writing that is meaningful and effective; develop personalized learning outcomes; and differentiate writing instruction to meet the learning needs of a diverse classroom population. With more and more standardized tests including extensive writing assessment, the expectations of college classrooms demanding more critical thinking and writing skills, and an emphasis in many workplaces on communication skills, there is a pressing need for improved writing proficiency for all students.

Instructor: **Victor Jaccarino**

### **Scaffolding for Multilingual Learners \*New\***

Course Number: EDU 5900 Section: 15

(3 graduate credits, Tuition \$945)

June 26-29, **Asynchronous Online**

How can educators meet the needs of diverse learners and understand the concepts of learning differences to meet curricular expectations? What should educators look for and expect from diverse students? Learning differences and language diversity impact student growth and educators should be aware of how they can use asset-based classroom practices. Participants will explore these concepts, discuss learning trajectories, implement strategies, and identify key elements to clarify the complexity of learning differences. While exploring these elements, participants will learn how to make sound decisions to support the diverse needs of students; when and how to seek out collegiate collaboration, and how to avoid misidentification.

Instructor: **Dr. Carrie McDermott Goldman** see bio on page 3.

### **SEL: Reaching and Teaching the Heart of Every Student**

Course Number: EDU 5900 Section: 16

(3 graduate credits, Tuition: \$945)

June 26–29, **Asynchronous Online**

This course focuses on making proactive steps towards teaching the whole child. By embedding Social and Emotional Learning into your teaching, you are able to foster connections that will cultivate your classroom culture. We will analyze the five core competencies of SEL, evaluate the six pillars of character, and create lessons that explore these concepts. SEL is no longer part of the “hidden curriculum;” it is the curriculum!

Instructor: **Jessica Ryan** see bio on page 2.

### **Shakespeare: Now Playing \*New\***

Course Number: EDU 5900 Section: 64

(3 graduate credits, Tuition: \$945)

July 17-20, M - Th; 8:00 a.m. – 11:30 a.m., **Hybrid:** In-person (Suffolk Center), Canvas, and Zoom see description for schedule

Teachers and students need not feel overwhelmed by studying entire plays. We can experience the joy of Shakespearean language and stories by focusing on scenes and speeches that are accessible and meaningful for elementary students on up through AP. This course will show you how to transform your classroom into a performance space, a lively community of learners, and a language lab. So, get ready to suit the action to the word, the word to the action, and give your students Shakespeare to put in their mouths, their hands, their bodies, and their hearts. Part of this class will include having you memorize and perform a monologue or scene. Amy Benjamin is the author of "Shakespeare on Your Feet" and has been trained in Shakespearean performance by the Bedlam Theater Company. Grades 4-12. Class will be held in person from 8:30-11:30, with the remaining hours on Canvas or Zoom. At least one additional in-person afternoon for performance coaching is required.

Instructor: **Amy Benjamin** taught high school English for many years and is now a nationally recognized author and consultant. She has been recognized by the New York

State English Council as a Teacher of Excellence, and her classroom was used as a model for Standards-based teaching by the New York State Education Department. Amy's work with districts is now centered on Long Island, where she offers a variety of workshops based on literacy and language.

### **Student Centered Instructional Practices....Are they Getting It?**

Course Number: EDU 5900 Section: 31

(3 graduate credits, Tuition: \$945)

July 10-13; M-TH; 8:00 a.m. - 4:00 p.m., **Hybrid:** first day will be a full day of in-person classroom instruction at the Suffolk Campus. Then the rest of the week will be asynchronous through Canvas (times are only for the first day).

This course will enable participants to gain practical knowledge of the Understanding by Design (UbD) instructional framework and model its application in the classroom. Additionally, an emphasis on creating student led formative assessments, including Socratic Dialogue, will be discussed and modeled. The role of instructional technology as a tool in lesson design will be considered. Educators of students in all grade levels and subject areas are welcome!

Instructor: **Dr. Brian Trapani** is the Curriculum Associate for Social Studies (K-12) and Coordinator of the AP Capstone program in Massapequa School District; Member of the Association for Supervision and Curriculum Development; Long Island Council for Social Studies. In 2016 he published "Efficacy of Understanding by Design Implementation Plan: Evaluated through Teacher Perceptions and Practices". He has also published several articles in the SCOPE Journal for Leadership and Instruction, and Journal of Instructional Pedagogies.

### **Taking A Multidisciplinary Approach To The Impacts Of Distant Learning**

Course Number: EDU 5900 Section: 39

(3 graduate credits, Tuition: \$945)

July 17-20, M - Th; **Asynchronous Online**

In this class we will address the learning approach that was taken during the pandemic and the multiple obstacles that were faced by teachers, students and parents. We will focus on the effects of academic inequalities due to Covid and how to help our students close those learning gaps that we have yet to see the consequences of.

Instructor: **Vanessa Vidalon** is a teacher in the Freeport Public Schools and adjunct Molloy University faculty member.

### **Teaching for Tomorrow...Learning From Yesterday**

Course Number: EDU 5900 Section: 62

(3 graduate credits, Tuition: \$945)

July 31-August 3; M-Th; 8:00 a.m. - 4:00 p.m., **Hybrid:** first day will be a full day of in-person classroom instruction at the Suffolk Campus. Then the rest of the week will be asynchronous through Canvas (times are only for the first day).

This course is designed to guide discussion and provide examples of how current technological initiatives, literacy skills, social emotional learning, and student-centered pedagogical reform is being incorporated in classrooms across grade levels and content areas. Particularly how instruction, assessment, and overall



approach to education was reformed as a response to the Covid-19 pandemic. Determining which techniques are here to stay, and how these techniques are used to teach the core skills that students need to attain to be useful in tomorrow's workforce, and society, will be emphasized. Educators of students in all grade levels and subject areas are welcome!

Instructor: **Dr. Brian Trapani** see bio on this page.

### **Teaching Multilingual Learners When the ENL Teacher is Not in My Class? \*New\***

Course Number: EDU 5900 Section: 36  
(3 graduate credits, Tuition \$945)

July 10-13, **Asynchronous Online**

You are teaching a content class and you have language learners with little support, what now? Classroom dynamics are changing and supporting students through grade-level curriculum in content can be a challenge especially when you are not sure how to structure your expectations to meet the needs of all your students. In this course, we will focus on strategies, scaffolding, and differentiation for best practices in grade-appropriate/ culturally responsive teaching, learning, and assessment for multilingual learners. This course is designed for non-ENL teachers supporting multilingual learners in content courses.

Instructor: **Dr. Carrie McDermott Goldman** see bio on page 3.

### **The Tech Savvy Teacher of Today**

Course Number: EDU 5900 Section: 04  
(3 graduate credits, Tuition: \$945)

May 23-June 2, **Asynchronous Online**

With all of these innovations in technology, it's important to take time to reflect on how to most effectively use our time with the most appropriate tools for learning. We will explore ideas for parent communication, update classroom websites with engaging reinforcement & enrichment activities, and explore how to utilize QR Codes

in the classroom. By utilizing professional Twitter accounts, students will have the latest educational updates and ideas from the gurus in education. This class will allow you to apply technology to any discipline of education to make your teaching even more engaging!

Instructor: **Jessica Ryan** see bio on page 2.

### **Using Foldables, Cut-Outs, & Graphic Organizers to Boost Student Achievement**

Course Number: EDU 5900 Section: 25  
(3 graduate credits, Tuition: \$945)

June 26-29, M-Th; 8:00 a.m. - 4:00 p.m., Suffolk Center

Looking for new practical "Hands on" ideas to brighten your classroom? So, what is a Foldable? A foldable is a 3 dimensional interactive graphic organizer. Making a Foldable gives students a fast, kinesthetic activity that helps them organize and retain information in any subject area either before, during or after a lesson. Why use Foldables? There are so many reasons, but here are a few to start engage students in active learning, ideal tool for diverse learners, endless in application, students retain information, great study guide, replace boring worksheets, & alternative assessments. (This class is applicable to all disciplines & grades)

Instructor: **Melissa Torre**. See bio on page 3.

### **Using Technology to Promote a Collaborative Environment in Your Elementary Classroom**

Course Number: EDU 5900 Section: 44  
(3 graduate credits, Tuition \$945)

August 7-10, M-Th; **Asynchronous Online**

This course will review different teaching strategies and web tools that promote a collaborative environment for students. Teachers will discover web tools and create lessons that support a blended learning environment that promotes engagement, instruction, skill building, and assessment.

Instructor: **Dr. Maria Esposito** see bio on page 6.

## **MATH INSTITUTES**

To register, please refer to the Application and Registration Instructions on page 15.

### **Infusing Math History into Your Math Class**

Course Number: EDU 5900 Section: 47  
(3 graduate credits, Tuition: \$945)

June 26-29; M-Th; (**Online Hybrid**: Monday, and Tuesday, 9-10 a.m. and Thursday, 1-3 p.m. online through Zoom, the rest of the time, asynchronous online through Canvas)

Can you increase interest in your math class? The History of Mathematics can be an interesting feature for some students. First, we will look through decades of Mathematical accomplishments and important mathematicians across the world and from different cultures. Then we will look for places in our curriculum where historical facts and biographies may be helpful to the students in your classes.

Instructor: **Bruce Waldner**, retired with 42 1/2 years of experience as a K-12 Mathematics Supervisor in several school districts in Nassau and Suffolk Counties. He retired from the Syosset Central School District where he was the Coordinator of Mathematics, K -12. He is an adjunct Professor of Mathematics at Suffolk Community University

and Farmingdale State University. He is the author of *Let's Review Algebra Two/Trigonometry*. He is a past president of the Nassau County Association of Mathematics Supervisors (NCAMS) as well as a past president of the New York State Association of Mathematics Supervisors (NYSAMS). In 2009 he was inducted into the Long Island Mathematics Educators Hall of Fame.

### **More than Euclidean Geometry**

Course Number: EDU 5900 Section: 60  
(3 graduate credits, Tuition: \$945)

July 17-20; M-Th; (**Online Hybrid**: Monday, and Tuesday, 9-10 a.m. and Thursday, 1-3 p.m. online through Zoom, the rest of the time, asynchronous online through Canvas)

Other types and approaches to the traditional Euclidean Geometry will be explored and developed. Exploring non-traditional geometry and different approaches to teaching traditional geometry can be a lead your students to mathematical research. Some of the topics will be teaching Geometry through Functions and Transformations, Affine Geometry, Non-Euclidean

Geometries. The course will include individual development of applications.

Instructor: **Bruce Waldner**, see bio on this page.

### Topics in Precalculus

Course Number: EDU 5900 Section: 48

(3 graduate credits, Tuition: \$945)

July 24-27; M-Th; (**Online Hybrid**: Monday, and Tuesday, 9-10 a.m. and Thursday, 1-3 p.m. online through Zoom, the rest of the time, asynchronous online through Canvas)

Precalculus is developed by each School or District differently. In this course, we will focus on topics taught in

many schools and compare with those topics suggested in the Common Core Standards (although, I am not aware of any LI Schools that use the Common Core syllabus for Precalculus) A true Precalculus course is a course that is designed to prepare students to take a Calculus course. If you are planning to begin teaching Precalculus this course will help you prepare for a new prep. If you already teach Precalculus in your school, you can help improve your course.

Instructor: **Bruce Waldner**, see bio on page 8.

## SCIENCE INSTITUTES

To register, please refer to the Application and Registration Instructions on page 15.

### Exploring Long Island's Coastal Parks \*New\*

Course Number: EDU 5900 Section: 68

(3 graduate credits, Tuition: \$945)

July 31-August 3; M-Th; 8:00 a.m. - 4:00 p.m., Suffolk Campus and Field trips

This course will focus on the delicate balance between our coastal biology and geology on Long Island.

Participants will be required to actively hike and commute to various coastal parks on Long Island while applying inquiry scientific skills that may be utilized back in the classroom. This course is great for those that love the outdoors and wish to instill that same appreciation with their students. Applicable for all content areas in all grade levels.

Instructor: **William Behrens** see bio on page 9.

### Exploring Long Island's Geological History \*New\*

Course Number: EDU 5900 Section: 09

(3 graduate credits, Tuition: \$945)

June 5-16, M - Th; **Asynchronous Online**

Instructor: **Paul Zaratini** see bio on page 9.

### Exploring Long Island's Hidden Ecosystems For Grades K -12 \*New\*

Course Number: EDU 5900 Section: 14

(3 graduate credits, Tuition: \$945)

June 26-29, M - Th; **Hybrid**: In-person Suffolk Campus and online hybrid and asynchronous)

Instructor: **Paul Zaratini** is a middle school Science teacher on Long Island. He has a Master's in Earth Science Education, and holds N.Y.S. certifications in Earth Science and General Science. Through several years of teaching, he has created many lab activities in order to assist the students in understanding science concepts.

### Fisheries Biology \*New\*

Course Number: EDU 5900 Section: 53

(3 graduate credits, Tuition: \$945)

July 17- July 20; **Hybrid**: 1 day in-person field trip, 3 days asynchronous online)

Long Island is home to a diversity of geologic and biologic features which has shaped the rich history and culture of Long Island. Come explore this fascinating island from a scientific and historical perspective. Participants will be required to complete readings, design activities and attend all field trips. In addition, final

projects will consist of a lesson plan that can be implemented in their own classes.

Instructor: **William Behrens** see bio on this page.

### Going Deep! Marine Ecosystems From Beaches to Trenches for Grades K-12 \*New\*

Course Number: EDU 5900 Section: 52

(3 graduate credits, Tuition: \$945)

July 17-20, M - Th; **Hybrid**: In-person Suffolk Campus and online hybrid and asynchronous)

Instructor: **Paul Zaratini** see bio on page 9.

### Integrating History and Literature into Your Science Curriculum

Course Number: EDU 5900 Section: 50

(3 graduate credits, Tuition: \$945)

July 10-13, M - Th; **Asynchronous Online**

In this class we will dive into our lessons and look for ways to effectively incorporate and adjust our teaching styles so that we can catch the interest of more students.

This can help students refine their critical thinking skills to promote a deeper understanding.

Instructor: **Vanessa Vidalon** is a teacher in the Freeport Public Schools and adjunct Molloy University faculty member.

### Investigating the Geological History of North America for Grades K-12 \*New\*

Course Number: EDU 5900 Section: 66

(3 graduate credits, Tuition: \$945)

July 24-27, M - Th; **Hybrid**: In-person Suffolk Campus and online hybrid and asynchronous)

Instructor: **Paul Zaratini** see bio on page 9.

### Investigating Relationships in Science & Art: The Leonardo da Vinci Perspective for Grades K-12 \*New\*

Course Number: EDU 5900 Section: 35

(3 graduate credits, Tuition: \$945)

July 10-13, M - Th; **Hybrid**: In-person Suffolk Campus and online hybrid and asynchronous)

Instructor: **Susan Zaratini**

### Rocket Science: The History of Humans in Space for Grades K-12 \*New\*

Course Number: EDU 5900 Section: 74

(3 graduate credits, Tuition: \$945)

August 7-10, M - Th; **Hybrid**: In-person Suffolk Campus and online hybrid and asynchronous)

Instructor: **Paul Zaratina** see bio on page 9.

### **Science in the Elementary Classroom**

Course Number: EDU 5900 Section: 61

(3 graduate credits, Tuition: \$945)

July 17-20, M - Th; **Online Asynchronous**

High-quality elementary science education is essential for establishing a sound foundation of learning in later grades, instilling a wonder of and enthusiasm for science that lasts a lifetime. In this class we will be actively engaged in doing science as well as talking and reading about science. We will be utilizing every day household materials to demonstrate science phenomena's. We will also be examining science as it relates to and can be integrated with, other subject areas.

Instructor: **Melissa Torre**. See bio on this page.

### **Sink or Swim? Biodiversity & Adaptations in North America for Grades K -12 \*New\***

Course Number: EDU 5900 Section: 69

(3 graduate credits, Tuition: \$945)

July 31-August 3, M - Th; **Hybrid:** In-person Suffolk Campus and online hybrid and asynchronous)

Instructor: **Paul Zaratina** see bio on page 9.

### **Teaching Sustainability in the High School Classroom: Teaching Sustainability Between the Bay and the Ocean \*New\***

Course Number: EDU 5900 Section: 19

(3 graduate credits, Tuition \$945), M - Th; 8:00 a.m. - 4:00 June 26-29 p.m., Suffolk Campus

The purpose of this course is to construct, implement, and share various Environmental Science laboratory activities, while focusing on sustainability. Activities are based on the New York State Science standards and are geared for the high school classroom. Students explore the impact of society on the environment through various activities. These activities are student centered, and created so the students can analyze and evaluate environmental problems in order to formulate possible preventative measures or solutions. Participants will depart with various activities/ labs created during this session. All new topics for 2023. **Please note:** you may be eligible to receive a **grant** to pay for all or part of the tuition. See [www.molloy.edu/ce/summer/tqi](http://www.molloy.edu/ce/summer/tqi) for details.

Instructor: **Eric Powers** "Ranger Eric" is a wildlife biologist, photographer, outdoorsman, and conservationist. He started leading nature hikes as a Park Ranger in Colorado until he served two years in the US Peace Corps as an Environmental Education Officer in the Kingdom of Tonga. Since then, he has been running nature centers in Colorado, Alabama and New York, as well as leading eco-tours to Africa, Australia, Greater Amazonia, and US National Parks. He currently teaches environmental education at CEEDLI.org, Long Island's newest nature center.

### **Teaching Sustainability in the Middle School Classroom: Going Green and Keeping it Clean! \*New\***

Course Number: EDU 5900 Section: 18

(3 graduate credits, Tuition: \$945)

July 10-13, M - Th; 8:00 a.m. - 4:00 p.m., Suffolk Campus

The purpose of this course is to construct, implement, and share various Environmental Science laboratory activities, while focusing on sustainability. Activities are based on the New York State Science standards and are geared for the middle school classroom. Students explore the impact of society on the environment through various activities. These activities are student centered, and created so the students can analyze and evaluate environmental problems in order to formulate possible preventative measures or solutions. Participants will depart with various activities/ labs created during this session. All new topics for 2023. **Please note:** you may be eligible to receive a **grant** to pay for all or part of the tuition. See [www.molloy.edu/ce/summer/tqi](http://www.molloy.edu/ce/summer/tqi) for details.  
Instructor: **Paul Zaratina** see bio on page 9.

### **The Human Impact of Environment on Long Island \*New\***

Course Number: EDU 5900 Section: 43

(3 graduate credits, Tuition: \$945)

July 10-13; M-Th; **Asynchronous Online**

This course will focus on the delicate balance between our coastal biology and geology on Long Island. Participants will be required to actively hike and commute to various coastal parks on Long Island while applying inquiry scientific skills that may be utilized back in the classroom. This course is great for those that love the outdoors and wish to instill that same appreciation with their students. Applicable for all content areas in all grade levels.

Instructor: **William Behrens** see bio on page 9.

### **Understanding Marine Ecosystems of the Northeast \*New\***

Course Number: EDU 5900 Section: 07

(3 graduate credits, Tuition: \$945)

June 5-16, **Asynchronous Online**

Instructor: **Paul Zaratina** see bio on page 9.

### **Yellowstone: The Last Frontier \*New\***

Course Number: EDU 5900 Section: 26

(3 graduate credits, Tuition: \$945)

June 26-29, **Asynchronous Online**

Come explore America's true last frontier. Yellowstone's unique history, biological diversity and dynamic geologic processes has made it one of the world's most popular national parks. This course will focus on Yellowstone's history in America and those who contributed to its preservation as well as unraveling the delicate relationship the organisms share with the land. This course is for all teachers at all grade levels as Yellowstone's inspirational story can be applied across many curriculum areas.

Instructor: **William Behrens** is a teacher in the Freeport Public Schools and an adjunct Molloy University faculty member.

## SOCIAL STUDIES INSTITUTES

### Open Educational Resources for Social Studies Teachers

Course Number: EDU 5900 Section: 54

(3 graduate credits, Tuition \$945)

July 10-13, M-Th; **Online Asynchronous**

This summer institute provides an overview of the free online educational resources open to all educators. It will focus primarily on the OER Project (Big History, World History) but will also include use of SHEG, News Literacy Project, and TED Ed. Jason Manning and Todd Nussen

are Big History National Teacher Leaders and will share their classroom experiences, case studies, best practices, and examples of student work from teaching this unique class at Oceanside High School. Attendees will leave with a plan for how to successfully implement these resources in the classroom.

Instructors: **Jason Manning** and **Todd Nussen** See bios on page 2.

## ADVANCED PLACEMENT\* SUMMER INSTITUTES

Molloy University offers AP\* Summer Institutes for teachers of Advanced Placement\* High School courses at both its **Rockville Centre Campus** at 1000 Hempstead Avenue, Rockville Centre and its **Suffolk Center Campus** at 1100 North Broadway (Route 110), Amityville, NY 11701, as well as **online through Zoom**. All institutes are taught by experienced teachers of AP\* and are endorsed by the College Board\*. The AP\* Summer Institutes described in the pages that follow may be taken for graduate credit at the reduced rate of \$945 per 3-credit Institute or on a non-credit basis for 2 in-service credits for \$850 per Institute. All of the Institutes are offered on an intensive one-week format. Space constraints did not allow for the printing of course descriptions for the Institutes. Course description and faculty bios can be found online at: [www.molloy.edu/ce/ap](http://www.molloy.edu/ce/ap). Application and registration information can be found on page 4. Visit [www.molloy.edu/ce/ap](http://www.molloy.edu/ce/ap) for additional information.

The following AP Institutes will be offered this summer (all institutes are for new and experienced AP teachers unless indicated):

- **Biology:** *Richard Kurtz*; July 10 - 13; Online through Zoom in Real Time
- **Calculus AB:** *Dr. Joe Oechsle*; July 10 - 13; Suffolk Center Campus
- **Calculus BC:** *Dr. Joe Oechsle*; July 17 – 20; Suffolk Center Campus
- **Chemistry:** *ChristyAnn Norton*; June 26 - 29; Rockville Centre Campus
- **Computer Science A:** *Maria Litvin*; July 31 – August 3; Online through Zoom in Real Time
- **Computer Science Principles:** *Gina McCarley*; July 31 – August 3; Online through Zoom in Real Time
- **English Language:** *Amy Matthusen*; August 7 - 10; Rockville Centre Campus
- **English Literature:** *Pricilla Eng*; July 31 – August 3; Online through Zoom in Real Time
- **Environmental Science:** *Jeanne Kaidy*; July 24 - 27; Rockville Centre Campus
- **European History:** *Donald Baeszler*; July 24 – 27; Online through Zoom in Real Time
- **Gov't & Politics: US:** *Maria Schmidt*; July 17 – 20; Online through Zoom in Real Time
- **Gov't & Politics: US:** *Maria Schmidt*; July 31 – August 3; Online through Zoom in Real Time
- **Physics 1:** *Jesus Hernandez*; July 31 – August 3; Online through Zoom in Real Time
- **Physics C Mechanic and EM (Combined):** *Jesus Hernandez*; August 7 - 10; Online through Zoom in Real Time
- **Spanish Language:** *Gustavo Fares*; July 10 - 13; Online through Zoom in Real Time
- **Spanish Literature:** *Pablo Dario Elizaga*; July 24 - 27; Online through Zoom in Real Time
- **Statistics:** *Dr. Joe Oechsle*; June 26 – 29; Suffolk Center Campus
- **U.S. History:** *Mark Gonzalez*; July 24 - 27; Online through Zoom in Real Time
- **World History:** *Charles Hart*; June 26 – 29; Suffolk Center Campus

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## Post-Master's Courses in Education Leading to Certification Without an Additional Degree

New York State offers a number of pathways to teacher certification. One pathway is the: "Individual Evaluation for Additional Certificate Pathway". It is designed for teachers who hold a valid New York State Teaching Certificate and wish to earn an additional certification, such as, those listed below, without having to earn an additional degree. Candidates for NYS certification through this "Individual Pathway" must meet certain Content Core and Pedagogical Core requirements and must also meet any non-coursework requirements, such as the New York State Teacher Certification Examinations and fingerprint clearance, as specified. The certification areas that Molloy offers graduate courses to meet those requirements are as follows:

- **Bilingual Education Extension Certification**
- **Childhood Grades 1-6 Individual Pathway Certification**
- **Early Childhood Grades Birth - 2nd Individual Pathway Certification**
- **Educational Technology Specialist Individual Pathway Certification**
- **Gifted Education Extension Certification**
- **Middle School 5-6 Extension Certification**
- **Students with Disabilities 1-6 Individual Pathway Certification**
- **Students with Disabilities 7-12 Individual Pathway Certification**
- **Teachers of English to Speakers of Other Languages (TESOL) Individual Pathway Certification**

The programs consist of all graduate credit courses that are part of our graduate degree programs and each 3-credit course is \$945 per course. This is a discounted tuition rate. Tuition is normally about \$3,800 per 3-credit graduate course. The tuition is off-set by a professional development scholarship that is given to those teachers who already possess a master's degree, possess a valid New York State Teaching Certificate and are not pursuing a master's degree with Molloy University. No other discounts are offered. Students and teachers who are pursuing a master's degree at Molloy University are not eligible to enroll in the Certification Pathway courses.

These institutes can only be taken on a graduate credit basis. The courses in each program are offered during June, July and early August.

A brief description of all the programs follows.

### **Bilingual Education Extension Certification**

The program prepares teachers to serve the special needs of bilingual learners in multicultural and multilingual schools by assisting them in developing language and disciplinary literacy skills in two languages that enable them to become University- and career-ready. Prerequisite for this program: Candidates must have a valid base teaching certificate, e.g. Initial Childhood or Adolescent Education certification in a content area (other than TESOL or a modern language), a Master's degree and a passing grade on BEA (Bilingual Education Assessment). To find out more about this program and the courses offered, please visit: [www.molloy.edu/bilingual](http://www.molloy.edu/bilingual) or contact Alina Haitz at: [ahaitz@molloy.edu](mailto:ahaitz@molloy.edu) or 516-323-3572.

### **Childhood Grades 1-6 Individual Pathway Certification**

The Childhood 1-6 Certification Pathway: Additional Classroom Teaching Certificate courses are designed for teachers who hold a valid New York State Teaching Certificate, have a Master's Degree and wish to earn Childhood 1-6 certification without having to earn an additional degree. Teachers can take these courses for professional development without going for certification. To find out more about this program and the courses offered, please visit: [www.molloy.edu/childhood](http://www.molloy.edu/childhood) or contact Alina Haitz at: [ahaitz@molloy.edu](mailto:ahaitz@molloy.edu) or 516-323-3572.

### **Early Childhood Grades Birth - 2nd Individual Pathway Certification**

The Early Childhood Grades Birth - 2nd Certification Pathway: Additional Classroom Teaching Certificate courses are designed for teachers who hold a valid New York State Teaching Certificate, have a Master's Degree and wish to earn Early Childhood Grades Birth - 2nd certification without having to earn an additional degree. Teachers can take these courses for professional development without going for certification. To find out more about this program and the courses offered, please visit: [www.molloy.edu/earlychildhood](http://www.molloy.edu/earlychildhood) or contact Alina Haitz at: [ahaitz@molloy.edu](mailto:ahaitz@molloy.edu) or 516-323-3572.

### **Educational Technology Specialist Certification: Individual Pathway**

Summer institutes leading to the Educational Technology Specialist Certification Pathway: Additional Classroom Teaching Certificate are offered this summer. This program is designed for teachers who hold a valid NYS Teaching Certificate and wish to earn Educational Technology Specialist Certification without having to earn an additional degree. Candidates must meet certain NYS requirements and must also meet any non-coursework requirements, such as the NYS Teacher

Certification Exams, as specified. Graduate courses are offered in the program to assist teachers in meeting all of the course requirements. Please note that you can take these courses without going for certification. Please visit [www.molloy.edu/et](http://www.molloy.edu/et) for additional information.

### **Gifted Education Extension Certification**

This program is designed for teachers who hold a valid NYS Teaching Certificate and wish to earn Gifted Education Certification without having to earn an additional degree. Candidates must meet certain Content Core and Pedagogical Core requirements and must also meet any non-coursework requirements, such as the NYS Teacher Certification Exams, as specified. Graduate courses are offered in the program to assist teachers in meeting most of the Content and Pedagogical Core course requirements. Please visit: [www.molloy.edu/ge](http://www.molloy.edu/ge) for the requirements. Please note that you can take these courses without going for certification. These institutes can only be taken on a graduate credit basis and each 3-credit course is \$945 per course. The summer schedule will be posted at: : [www.molloy.edu/ge](http://www.molloy.edu/ge) when available.

### **Middle School 5-6 Extension Certification**

If you hold a valid base certificate in grades 7-12, you can apply to the State for the Grades 5-6 Extension in the following areas: Biology 5-6, ELA 5-6, Mathematics 5-6, Spanish 5-6, or Social Studies 5-6 by taking the suggested two courses in this area. Please visit: [www.molloy.edu/ms](http://www.molloy.edu/ms) for the requirements. Please note that you can take these courses without going for certification. These institutes can only be taken on a graduate credit basis and each 3-credit course is \$945 per course.

### **Students With Disabilities Certification: Individual Pathway**

This program is designed for teachers who hold a valid New York State Teaching Certificate and wish to earn Students with Disabilities Certification without having to earn an additional degree. Candidates must meet certain NYS requirements and must also meet any non-coursework requirements, such as the New York State Teacher Certification Examinations and fingerprint clearance, as specified. Graduate courses are offered in the program to assist teachers in meeting all of the course requirements. Please visit [www.molloy.edu/swd](http://www.molloy.edu/swd) for additional information. Please note that you can take these courses without going for certification. These institutes can only be taken on a graduate credit basis. Each course is 3 graduate credits and the tuition is \$945 per course. The summer schedule will be posted at: [www.molloy.edu/swd](http://www.molloy.edu/swd) when it becomes available.

### **TESOL Certification: Individual Pathway**

This program is designed for teachers who hold a valid NYS Teaching Certificate and wish to earn TESOL Certification without having to earn an additional degree. Candidates must meet certain Content Core and Pedagogical Core requirements and must also meet any non-coursework requirements, such as the NYS Teacher Certification Exams, as specified. Graduate courses are offered in the program to assist teachers in meeting most of the Content and Pedagogical Core course requirements. Please visit: [www.molloy.edu/tesol](http://www.molloy.edu/tesol) for the requirements. Please note that you can take these courses without going for certification. These institutes can only be taken on a graduate credit basis and each 3-credit course is \$945 per course. The summer schedule will be posted at: [www.molloy.edu/tesol](http://www.molloy.edu/tesol) when available.

## **Post-Master's Advanced Certificates in School Building Leader (SBL) and School District Leader (SDL)**

The **Post-Master's Advanced Certificate Program for School Building Leader (SBL) certification** is a 24 credit program that develops leadership in the areas of curriculum, assessment, administration, and supervision. The program focuses on providing a strong foundation in order to apply knowledge, concepts, and theory into practice. Through diverse and comprehensive experiences candidates will be exposed to strategies, theories, and fieldwork necessary to create and develop skills to address the challenges of our diverse learning communities and includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds. Further information can be found at: [www.molloy.edu/sbl](http://www.molloy.edu/sbl) or contact Alina Haitz at: [ahaitz@molloy.edu](mailto:ahaitz@molloy.edu) or 516-323-3572.

The **Post-Master's Advanced Certificate Program for School District Leader (SDL) certification** is a 15-credit program that develops leadership in the areas of strategic planning, governance, compliance and supervision. The program focuses on providing a strong foundation in order to apply knowledge, concepts, and theory into practice. Through diverse and comprehensive experiences candidates will be exposed to strategies, theories, and fieldwork necessary to create and develop skills to address the challenges of our diverse learning communities and includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds. Up to 7 credits may be transferred from other programs. Further information can be found at: [www.molloy.edu/sdl](http://www.molloy.edu/sdl) or contact Alina Haitz at: [ahaitz@molloy.edu](mailto:ahaitz@molloy.edu) or 516-323-3572.

Each course in either program is currently offered at the reduced rate of \$945 per 3-credit graduate course along with a \$150 registration fee. Tuition and fees for the fall will increase to \$1200 per course.

## Certificate Programs

### Social Emotional Learning (SEL) certificate (9 credits online)

Molloy University's online Graduate Certificate in Social-Emotional Learning prepares participants with the evidence-based strategies needed to promote positive school environments, collaborative partnerships with families and wellness in the larger community. Program Outline:

- Recognize the characteristics and impact of adverse childhood experience, trauma and mental illness on PK-12 students
- Facilitate pedagogical strategies such as metacognition, mindfulness, and self-regulation.
- Understand behavioral and mental health literacy
- Carry out interventions to support social, emotional and behavioral wellness across PK-12 educational environments
- Engage in interdisciplinary collaborations with mental health, nursing, and social workers.
- Incorporate social awareness and positive relationship techniques into your teaching practices

Further information can be found at: [www.molloy.edu/SEL](http://www.molloy.edu/SEL) or contact Alina Hartz at: [ahartz@molloy.edu](mailto:ahartz@molloy.edu) or 516-323-3572.

### STEM Educator Certificate (12 credits online)

The certificate in STEM Education provides K-12 educators with an opportunity to learn, develop and implement an integrated STEM pedagogy that emphasizes inquiry-based learning, design-based thinking, and cross-disciplinary connections. Live, virtual learning experiences will focus on using innovative strategies to create engaging STEM experiences that utilize real-world data. The certificate results in 12 graduate credits in STEM Pedagogy.

Further information can be found at: [www.molloy.edu/stem](http://www.molloy.edu/stem) or contact Alina Hartz at: [ahartz@molloy.edu](mailto:ahartz@molloy.edu) or 516-323-3572.

## Teacher Assistant Program

Molloy's **Teaching Assistant program** provides you with the foundation to work as a teaching assistant in public and private schools. The program is designed to meet New York State academic requirements for teaching assistants within the schools of New York State. All the courses in the program may be applied to a bachelor's degree in education at Molloy University.

The program is designed for individuals who wish to begin a career in education as well as for individuals presently employed in area school districts who wish to or need to upgrade their professional credentials to meet New York State and/or local district guidelines.

The Teaching Assistant (TA) certification in New York State authorizes individuals to provide direct instructional services to students under the general supervision of a certified teacher. There are four certificate levels issued: Level I, Level II, Level III, and Pre-Professional. The Level 1 certificate requires that a person have a high school diploma, pass three required workshops, be fingerprinted and pass the Teacher Assistant Certification Exam (ATAS). It is valid for 3 years. After that, a TA must complete 9 credit hours of University and have at least 1 year of licensed Teaching Assistant experience before applying for the Level 2 certificate. In order to qualify for Level 3, you must have a total of 18 credit hours of University and at least 1 year licensed experience as a Teaching Assistant.

Tuition in the program is at a reduced rate of tuition.

Workshops- Both the School Violence Prevention and Intervention Workshop and the Training in the Identification and Reporting of Child Abuse and Neglect workshop are at the reduced rate of tuition of \$45. The Dignity for All Students Act (DASA) Workshop is offered at the reduced tuition of \$90.

Undergraduate courses- each course in the program is offered at \$945 per 3-credit undergraduate course. There are no application or course fees. This is a discounted tuition rate.

Courses will be given throughout the year, including the summer both online and in-person.

For the schedule, registration procedures and additional information please visit: [www.molloy.edu/ta](http://www.molloy.edu/ta) or contact Alina R. Hartz at: [ahartz@molloy.edu](mailto:ahartz@molloy.edu).

## Application and Registration Instructions

The Summer Institutes may be taken for 3 graduate credits for \$945 (no additional fees). In addition, the Advanced Placement Summer Institutes may also be taken on a non-credit basis for in-service credit for \$850.

You must attend each day to receive in-service credit. If you are taking the course for graduate credit, in addition to attending the institute each day, there is a project that is due within 2 weeks of the conclusion of the institute.

The registration deadline is three weeks prior to the start date of each institute. Late registration may be possible if space and materials are still available.

The application and registration process differs depending upon the type of credit that you would like to receive. Please refer to the instructions below for either graduate or non-credit (in-service) application and registration procedures.

A registration confirmation, with the classroom location will be sent upon receipt of your application and registration. If you should have any questions regarding the application or registration process, please contact Alina Haitz at 516-323-3572 or by e-mail at [ahaitz@molloy.edu](mailto:ahaitz@molloy.edu).

### Graduate Credit: Application & Registration Procedures

Graduate tuition for teachers taking the Summer Institutes for professional development and not towards a Molloy Master's degree is a flat rate of **\$945** per 3-credit course. Tuition for Molloy University graduate students who have been approved to take this course as part of their degree program will be charged: the current rate of tuition, plus fees. Molloy students currently enrolled in the Professional Certification program should check with their advisor to see if this course would be applicable towards their degree requirements.

Teachers not currently enrolled at Molloy in a degree program may register for this course as a non-matriculated student. If you wish to take the institutes on a graduate credit basis, please visit

[https://lionsden.molloy.edu/ICS/Professional\\_Studies/](https://lionsden.molloy.edu/ICS/Professional_Studies/), and follow the directions. All graduate credit registration must be done online. **Registration for graduate credit will begin on or around March 6, 2023.**

For questions regarding the Summer Institutes for graduate credit, contact: Alina Haitz at 516-323-3572 or by email at: [ahaitz@molloy.edu](mailto:ahaitz@molloy.edu).

### AP Non-Credit/In-Service: Registration Procedures

Non-Credit, in-service credit tuition is \$850 for each AP Summer Institute. (Non-AP summer institutes may not be taken on an in-service basis) You may register for the AP summer institutes on a non-credit, in-service basis online at: [www.molloy.edu/ce/ap](http://www.molloy.edu/ce/ap). Please note that students enrolled in Advanced Placement institute on a non-credit, in-service basis cannot opt to take this course for credit once the course has begun.

For questions regarding the AP Institutes for non-credit or graduate credit contact: Ramona Ali at 516-323-3553 or by email at: [rali@molloy.edu](mailto:rali@molloy.edu).

## Travel Directions, Office Hours & Further Information

A list of hotels and attractions near both campuses can be found on our website at: [www.molloy.edu/ce/ap](http://www.molloy.edu/ce/ap). You may also call us at 516-323-3553 or email [rali@molloy.edu](mailto:rali@molloy.edu).

### Rockville Centre Campus

The campus is located at 1000 Hempstead Avenue, Rockville Centre, NY 11571. Directions to the campus can be found on our website at: [www.molloy.edu/directions/rvc](http://www.molloy.edu/directions/rvc). A parking permit is not necessary and there is ample parking on campus at no charge. You will be notified of the building and room location of your course prior to the start date.

The Summer Office is located in Siena Hall, Room 106  
**Office Hours:** M-Th, 8:30 am-7 pm; Fri, 8:30 am-5 pm-closed on Fridays in the Summer (7/10-9/4); Sat, 8:30 am-12:30 pm; **Phone:** 516-323-3550 • **Fax:** 516-323-3560  
• **E-Mail:** [conted@molloy.edu](mailto:conted@molloy.edu)

### Suffolk Center Campus

The Suffolk Center is located 1100 North Broadway (Route 110), Amityville, NY 11701. Directions to the Suffolk Center can be found at: [www.molloy.edu/directions/suffolk](http://www.molloy.edu/directions/suffolk). A parking permit is not necessary and there is ample free parking directly in front of the building. There is only one building at Suffolk and classroom locations are posted in the lobby.

The main office is open Monday - Thursday from 9:00 a.m. – 7:00 p.m. (7:30 a.m. – 5:00 p.m. in the summer, 5/11-8/27) and Friday from 9:00 a.m. – 5:00 p.m. (closed on Fridays in the summer); **Phones:** (516) 323-3570 • **Fax:** (516) 323-3573

## Questions?

If you should have any questions regarding the Institutes, the application process or registration, please contact:

Summer Institutes for Graduate Credit: Alina Haitz at 516-323-3572 or by email at [ahaitz@molloy.edu](mailto:ahaitz@molloy.edu).  
Advanced Placement Summer Institutes: Ramona Ali at 516-323-3553 or by email at: [rali@molloy.edu](mailto:rali@molloy.edu).