Molloy College was founded by the Dominican Sisters of Amityville
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.
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A Message from the President of Molloy College

Congratulations!

We are pleased that you have chosen to continue your studies with a graduate degree from Molloy, the only college in the nation to be named a Top Three Value institution by Money magazine for two consecutive years.

Value can mean a lot of things, but Molloy defines it as a return on your investment in your education. We are dedicated to helping you achieve your educational and career goals and our commitment to you extends beyond the classroom. Not only will you learn from the best professors in their fields, but our proximity to the New York metro region means you will have the opportunity for internships and clinical experiences that will set you apart from the competition as you look to take the next step in your career.

Molloy is dedicated to serving our communities and, in fact, we consider that to be a key part of a Molloy education. We know that is also important to you and you will find numerous opportunities to “give back” to others during your time with us.

Congratulations again and welcome to Molloy!

Drew Bogner, Ph.D.
President
Dear Student:

Welcome to graduate studies at Molloy College. Whether you are pursuing studies in Business, Education, Clinical Mental Health Counseling, Criminal Justice, Music Therapy, Nursing, Speech-Language Pathology, or our graduate program in Social Work in partnership with Fordham University, you are embarking on a process that will enhance your personal and professional opportunities.

This Catalog is intended to provide you with critical information you will need throughout your course of studies. It is important that you familiarize yourself with the information included within these pages. Not only does the Catalog contain information on the specific requirements for your program, it also provides necessary information on progression criteria, grading policies and services available to all Molloy students.

Molloy is proud of its advisement process. I encourage you to take full advantage of this opportunity by coming to advisement appointments prepared to review your progress, plan future coursework and discuss issues that concern you.

In addition to meeting with your assigned advisor each semester, Marion Flomenhaft, Ph.D., Associate Dean for Academic Services and Kathleen Maurer Smith, Ph.D., Dean for Graduate Academic Affairs are available to answer your questions. The Dean and Graduate Director of your Division are also excellent resources.

Know that you are welcome at Molloy and that our faculty, administration and staff will do all we can do to make your time with us as productive as possible.

Ann Z. Branchini, Ph.D.
Vice President for Academic Affairs and Dean of the Faculty
I would like to take this opportunity to welcome you as you enroll in one of Molloy College’s highly regarded graduate programs. We pride ourselves on our academic excellence and the transformative education that we provide for all of our master’s, post master’s and doctoral students.

We are proud of our excellent, dedicated faculty who are not only scholars in their fields, but who also take the time to serve as mentors to their students. This personal attention from the faculty who work closely with our students is one of the keys to our students’ success as they pursue their studies in a variety of challenging programs. These include master’s degrees in Business, Clinical Mental Health Counseling, Criminal Justice, Education, Music Therapy, Nursing, Speech-Language Pathology and Social Work (the latter of which is provided through the Fordham/ Molloy MSW program). We also offer Advanced Certificates and Post Master’s Programs in Education, Nursing Post Master’s Advanced Certificate Programs, as well as the following doctoral programs: an Ed.D. program in Educational Leadership for Diverse Learning Communities, a Ph.D. Program in Nursing and a Doctor of Nursing Practice Program.

Regardless of the particular field of graduate study, Molloy graduates are educated to become well-rounded, compassionate individuals who continue to live the College’s Mission to pursue a lifelong search for truth and to aspire to positions of ethical leadership.

I wish you the best of luck as you embark on this next phase of your life in pursuit of graduate education as a means to further your career goals.

Sincerely,

Kathleen Maurer Smith, Ph.D.
Dean for Graduate Academic Affairs
At Molloy

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. 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 has grown rapidly and consistently. Today Molloy, grounded in its Dominican heritage, welcomes a multi-denominational student body and offers bachelors, masters, post-graduate certificates, and doctoral programs.

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 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.
Dominican Charism at Molloy College

As members of the Molloy College community, steeped in the Spirit of St. Dominic de Guzman, we strive to act with integrity, live in right relationships, speak truth in love, as we respond to the signs of our times.

Mission Statement

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:

i. Acting justly and with kindness in all our endeavors;

ii. Transforming our communities;

iii. Searching for truth in our quest for academic excellence;

iv. Reflectively listening to ourselves, our God and to the signs of the times in our contemporary world.

Registration and Accreditations

Molloy is accredited by:

Board of Regents of the University of the State of New York
The State Education Department
Albany, New York 12230
Molloy is a member of the Academy of Criminal Justice Sciences • 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 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 • Carnegie Project on the Education Doctorate (CPED) • Catholic Campus Ministry • Catholic Library Association • Center for Academic Integrity • Chi Sigma Iota • 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 • Institute of Management Accountants (IMA) • 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 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 Council of Teachers of English • National Council of Teachers of Mathematics • National Council for the Social Studies • National Science Teachers Association • National Society of HispanicMBAs • New York Mental Health Counselors Association (NYMHCA) • New York Society of Security Analysts • New York State Association of Colleges for Teacher Education • New York State Association of Foreign Language Teachers • New York State Association of Teacher Educators • New York State Library Association • New York State Social Work Education Association • New York State Society of CPAs • Northeastern Association of Graduate Schools • Northeast Business and Economics Association (NBEA) • The Northeast Conference on the Teaching of Foreign Languages • Professional and Organizational Development Network • Society for Human Resource Management (SHRM) • Teachers of English to Speakers of Other Languages • Westchester Academic Library Directors Organization

**Compliance with Federal Regulations**

**TEXTBOOK INFORMATION**

Information on required textbooks and supplemental materials is supplied on the Bookstore links on the Molloy College website at [www.molloy.edu](http://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, Lisa Miller, Assistant Vice President for Human Resources, Kellenberg Hall, Room 112, or call 516.323.3046.

Molloy College has identified three 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, Room 119, 516.323.3023

**Athletics**- Michael Grasso, Wilbur Arts Center, Room 025, 516.323.3602

**Student Life**- Brendan Caputo, Public Square, Room 330, 516.323.3458

**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, New York, 11571, telephone 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, New York 10005-2500, telephone. 646.428.3800 or email OCR.NewYork@ed.gov.

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 make arrangements 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
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, etc.
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.

EMERGENCY NOTIFICATION SYSTEM

Students are automatically enrolled in the college’s Rave Emergency Notification System to receive texts to their cell phones and email alerts to their student Gmail accounts concerning campus-wide emergencies and school closing announcements. Students may adjust their notification preferences or opt out by going to https://www.getrave.com/login/molloy.

Admissions

Admissions Application Procedures

See specific program for procedures.

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 be applying 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 or contact the Office of Enrollment Management for more information.

Readmission/Re-Entry Policies

Students who stop attending college are recorded as withdrawn from the College whether or not they officially withdraw, and when they do not return after an approved “Withdrawal Leave” for one semester off. Students who are recorded as withdrawn from the College and wishing to return to Molloy must apply for readmission by submitting a Readmission Application with a $40.00 application fee to the Admissions Office.
Prior records are kept by the Registrar’s Office and will be retrieved and processed accordingly. All outstanding transcripts must be forwarded to the Admission’s Office for evaluation. Students who have been withdrawn from Molloy College for more than five years must submit all their credentials, as the original documents are no longer on file. Molloy coursework history 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 re-admission is limited by each division. Refer to “Graduation Requirements” in the chapter on “Honors Awards, Graduation and Beyond.”

Readmitted students must pursue and satisfy the current graduate catalog requirements 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.

Withdrawal Leave Students: Students returning from a one semester Withdrawal Leave must be approved for re-entry by the Division Dean in order to be advised and registered for their planned term of return. Approved students will return and pursue their same program requirements. Students who do not return from their one semester Withdrawal Leave as scheduled, will be considered withdrawn from the College and must apply to be readmitted should they want to return. Re-entering students returning from an approved Withdrawal Leave should further refer to the “Academic Policies and Procedures” section of the catalog.

Additionally, the “Graduation Requirements” section of the catalog provides the limits regarding the number of years that a student is allowed for degree completion in each program.
The College and its Board of Trustees reserve the right to adjust these charges to reflect economic conditions. All costs published in this catalog for tuition and fees, including course fees, are for the 2018-2019 academic year. The Business Office can supply information on the changes in costs for the future 2019-2020 academic year once it becomes available in May of 2019.

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 late penalties, neither from Molloy Collection Policies and Procedures, nor from having a Bursar Hold. Students are responsible for the payment of all financial obligations: this includes all costs associated with the collection of this debt, which, on a past due account can include collection fees, court costs and legal fees.

HEALTH AND ACCIDENT INSURANCE

Graduate Students are not automatically offered Health and Accident Insurance, but may purchase it by going to the following website: www.mystudentmedical.com. Graduate Students must be enrolled in at least six (6) credits to be eligible. To enroll, click “College & University Students;” select Molloy College from the drop down box; complete the Enrollment Form using your Visa, MasterCard or Discover card as payment. Please note: Molloy College Student Identification Number is required. Graduate students will not be billed by, nor will payments be accepted by Molloy College for health and accident insurance. Students must communicate directly with Allen J. Flood.

Clinical Students: All students attending a clinical program are required to carry professional liability and long-term disability insurance under a group plan sponsored by Molloy. See program section of the catalog.

CONFIRMATION DEPOSITS

Prior to the General Registration, all first-time students, new transfer and readmitted students are required to pay a $400.00 NON-REFUNDABLE Confirmation Deposit, which will be applied to their 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, to have transcripts released and to graduate. Bursar Holds will be placed on those accounts which have an unpaid balance.

EXPENSES FOR MASTER’S AND POST MASTER’S PROGRAMS

Students may view tuition and the schedule of fees at www.molloy.edu/admissions/tuition-and-fees.

2018 - 2019

TUITION (Payable each semester)

Per credit $1,155.00

GENERAL FEE (Payable each semester)

1 to 4 credits 105.00
5 or more credits 185.00

APPLICATION FEE (Non-refundable)

10.00

TECHNOLOGY FEE (Payable each semester)

90.00

FEE

90.00

NOTE: Fees are non-refundable. Bursar holds will be placed on the accounts of students failing to meet tuition payment deadlines (as per billing mailer).

SUMMER NOTE: Students registering for Summer sessions are charged the General Fee and the Registration Fee for EACH session (or summer subterm) for which they register. See
Students may view tuition and the schedule of fees at www.molloy.edu/admissions/tuition-and-fees.

EXPENSES FOR DOCTORAL PROGRAM

Students may view tuition and the schedule of fees at www.molloy.edu/admissions/tuition-and-fees.

NOTE: Fees are non-refundable. Bursar holds will be placed on the accounts of students failing to meet tuition payment deadlines (as per billing mailer).

SUMMER NOTE: Students registering for Summer sessions are charged the General Fee and the Registration Fee for EACH session (or summer subterm) for which they register. See the “Course Descriptions” section of the Catalog for the fees schedule per session.

2019-2020
Tuition and fees are subject to adjustment annually by the Molloy College Board of Trustees. Any changes for the future academic year of 2019-2020 will be announced in May 2019.

UNDERGRADUATE-LEVEL EXPENSES POLICY

Graduate students registering for undergraduate-level courses will be charged at the undergraduate per credit tuition for undergraduate courses taken as prerequisites needed for admission to the graduate program or for certification eligibility with the state.

Undergraduate students registering for graduate-level courses will be charged at the graduate per credit tuition rate for graduate courses. Dual degree students in Business, Criminal Justice, Music Therapy and Nursing, when taking 12-16 credits, will be permitted to additionally take two to three designated graduate-level courses (as noted in the dual degree undergraduate program requirements) as part of the undergraduate flat tuition rate. If the
graduate-level course(s) brings the total registration to more than 16 credits (creating an overload situation), the student will be charged per credit at the undergraduate per credit tuition rate.

Education students in the Five-Year Bachelor’s/Master’s Program will be allowed to complete two to three designated graduate-level courses in the Spring of their junior year (Apprentice Semester) or fall of their senior year at the flat undergraduate tuition rate.

Fees 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.

**SPECIAL FEES**

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

**Application Fee for Master’s and Post Master’s Programs:** A non-refundable fee of $60.00 (or reapplication fee of $60.00) is payable to the Office of Admissions when the Application for Admission is filed.

**Application Fee for Doctoral Program:** A non-refundable fee of $75.00 (or reapplication fee of $75.00) is payable to the Office of Admissions when the Application for Admission is filed.

**FEES AND COSTS:**

- **Confirmation Deposit:**
  - (New and readmitted students non-refundable fee) $400.00
- **Graduation Fee:**
  - Payable upon filing application:
    - By deadline: $210.00
    - After deadline: $250.00
- **Diploma Replacement Fee:** $50.00
- **Returned Check Fee:** $25.00
- **Special Payment Arrangement Fee:** $75.00
- **Change of Major/Minor/Cert. Fee:** $15.00
- **Distance Learning Fee:**
  - Determined by department.
    - (Refer to specific distance learning course in current Course Offerings Booklet.)
- **Student Teaching Fee:**
  - (See course descriptions for fees) Fees vary

**OTHER FEES AND COSTS:**

- **Audit**
  - See “Academic Policies and Procedures” Fees vary
- **Alumni Lifetime Scholarship for Auditors**
  - (All non-tuition fees are charged) See “Scholarships” Fees vary
Transcript Fee for All Students:
(The fee for all 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.

“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 billing process and procedures regarding student account balances is as follows:

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

The exact payment 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 is prevented from making any changes to their current registration.
- The student is not 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 a 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 may 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 Tuition Management Systems, Inc. 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.

A late fee, not exceeding $15 may be imposed on any outstanding balances 60 days and older.

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

If an account assigned to collections remains unpaid after one year and must be placed with a second collection agency, the collection fee may be up to 33 1/2% (added to the past-due balance owed to Molloy.

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

**PAYMENT METHODS**

**Online 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**

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

All checks should be made payable to Molloy College. Include the student identification number on the check, which can be located in the upper left-hand corner of the Student Statement of Account.

By submitting a check for payment, 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. If students register by mail, payment must accompany the registration form. Non-payment may result in your registration being canceled.

**Monthly Budget Plan**

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

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

Tuition Management Systems
171 Service Avenue
Warwick, Rhode Island 02886
1.800.722.4867
www.afford.com/molloy

**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 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 sent to the Office of the Bursar for processing each semester the student requests 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 VOCUHERS AND DISCOUNTS**

Cooperating Teacher Vouchers: Unexpired cooperating teacher vouchers may be presented to the Bursar’s Office at the time of registration. These vouchers may 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 (4) credits in vouchers will be accepted per academic semester.

Tuition Deferment Vouchers: Students receiving any type of Tuition Deferment Vouchers must present the completed/authorized Tuition Deferment Voucher form at the time of registration to the Office of the Bursar. All charges not covered by the Tuition Deferment Voucher 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 Voucher, are subtracted from 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 credits issued to the student account.

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

**Office of the Bursar’s Contact Information**

Mail payments directly to:

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

Students may contact the Office of the Bursar by calling 516.323.4100 or by faxing 516.323.4115 or email oficeofthebursar@molloy.edu with questions about your bill.

For in-person service, the office is located on the Rockville Centre campus, in the Wilbur Arts Center, Room 234.

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

**REFUNDS**

Credit balances are refunded to students in the form of a check, which is mailed to the student’s primary address. Students can choose to have refunds directly deposited to a savings or checking account. Please contact the Office of the Bursar for details.

When a student withdraws from any course(s) by filing a written formal withdrawal notice with the Registrar’s Office, refunds will be granted for Tuition/Housing ONLY (Fees are non-refundable*) as follows:

<table>
<thead>
<tr>
<th></th>
<th>DUE MOLLOY</th>
<th>REFUND</th>
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<tbody>
<tr>
<td>Before the beginning of the semester</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Within the first week</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Within the second week</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Within the third week</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>After the third week</td>
<td>100%</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

*Note: Credit balances are refunded to students in the form of a check, which is mailed to the student’s primary address. Students can choose to have refunds directly deposited to a savings or checking account. Please contact the Office of the Bursar for details.
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 Vice President for Academic Affairs 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 are 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 is not 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 payment is available on the Molloy website at www.molloy.edu/about-molloy-college/offices-and-services/bursar.
To be eligible to receive a Nursing Faculty Loan, the student must

- Be in good academic standing (GPA - 3.00) in an advanced nurse education program with the intent to obtain a full-time nursing faculty position to teach.

To apply, contact the Graduate Nursing Department.

**TEACH GRANT**

The Teach Grant is available to full-time or part-time students who are completing or plan to complete the necessary coursework to begin careers in teaching and who agree to serve for at least four years as full-time teachers in high-need fields in schools serving low-income students. Amounts are up to $4,000 per year. Renewal is contingent upon full-time or part-time status, a cumulative GPA of 3.25 and FAFSA renewal. In addition, students must renew the Teach Grant service agreement and complete the Entrance Interview each academic year and must continue to be enrolled in eligible degree programs.

**Tuition Discount - Education**

In recognition of candidates’ contribution to religious education, Molloy College offers a 30% tuition reduction in graduate education courses to those who are employed as full-time teachers in religious-affiliated schools. There is also a 30% tuition discount for any courses taken at the Extension site: St. John the Baptist High School in West Islip. Contact the Graduate Admissions Recruiter for more details.

**Graduate Assistantship Program**

The Graduate Assistantship program provides opportunities for qualified graduate students to participate as research assistants or as graduate assistants. To apply for a graduate assistantship / graduate research assistantship, candidates should complete the Application for Graduate Assistantship available in the Human Resources Office or on the website. Applications must include two personal references and approval by the department in which the student is enrolled. Applications and appropriate documentation are to be returned to the Human Resources Office. Each applicant who is selected as a graduate assistantship recipient must be enrolled in the College for a minimum of 6 credits during each of the semesters in which the student serves as a graduate assistant and must not be receiving any other source of financial aid. Graduate assistants/research assistants work 10 hours per week (or 150 hours per semester) during a semester and receive a 3-credit voucher and a $500 stipend each semester.

**Graduate Fellowships and Scholarships**

**DR. KATHLEEN KILKELLY GRADUATE NURSING FELLOWSHIP AWARD:** Awarded to a Graduate Nursing student. To be eligible for this one-time only award, matriculated students must have earned 12 credits in our Master of Science Nursing Program with a minimum 3.5 GPA and submit a completed FAFSA form (available at Financial Aid Office). Recipients are selected by School of Nursing Scholarship Committee.

**THE EDLIND FAMILY SCHOLARSHIP:** Awarded to a graduate
student who has demonstrated unmet financial needs and has maintained a minimum 3.0 GPA. This scholarship is named in honor of the family members who worked and studied at Molloy College.

ILONA VARGA GRADUATE EDUCATION SCHOLARSHIP: Awarded to a student pursuing an advanced degree in education and has a cumulative index of 3.0. Must be the first in their immediate family to pursue advanced studies and demonstrate financial need.

JESSE R. RADOWITZ MEMORIAL SCHOLARSHIP FUND: Established by Jesse’s family, this partial tuition scholarship will be awarded to an MBA student in the Division of Business with demonstrated financial need and a strong commitment to community services and philanthropy.

KIRAN AND ANIL CHATURVEDI MBA LEADERSHIP AWARD: Given annually at Graduate Class Night to a student graduating from Molloy’s MBA Program. The recipient will have demonstrated strong leadership skills and a desire to become an outstanding leader in their chosen business field and has maintained a cumulative index of 3.7.

NYCB FOUNDATION NURSING SCHOLARSHIP: Awarded to non-traditional minority nursing students at the advanced baccalaureate or graduate level, who have maintained a cumulative GPA of 2.7.

PATRICIA A. CALCADO GRADUATE BUSINESS SCHOLARSHIP: Given annually to a student in the Graduate Business program who has achieved a GPA of 3.0 or higher and has indicated financial need. Applicants must submit an essay. Decisions on recipients are made by the Business Division in consultation with the Calcado family.

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 on degree audit, Lion’s Den, Canvas and other pertinent topics. For students who are confused about any process at Molloy, their first stop should be the Student Solution Center. The SSC is located in the Wilbur Arts Center lobby. Students stop by in-person or call 516.323.4400. They are here to help!
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 blended programs or enrolled in online and hybrid courses, can seek assistance by contacting the office at 516.323.4411 or flo@molloy.edu.

The U.S. 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 provided reciprocity to member states relative to being an education option for residents of member states. As a participating institute, Molloy College may offer online programming to students in other SRA member states. For a complete listing of member states, visit http:nc-sara.org/sara-states-institutions.

Academic Support Services provides a team approach to assisting students with appropriate individualized advisement, writing skill development, academic tutoring, special services for those with disabilities, or help for students potentially at risk.

Tutoring Services

The Tutoring Services assists all students in achieving their academic potential in math, science and modern languages. 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>Suplemental:</td>
<td>When passing a course but in need of reinforcement or clarification in particular aspects of the course work.</td>
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</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.

DSS/STEEP - Disability Support Services/Success Through Expanded Education Programs

Molloy College provides a supportive environment for students with documented disabilities and is committed to complying with all applicable provisions of the Americans with Disabilities Act (ADA), ADA Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973. Students who are requesting accommodations and services must contact the DSS/STEEP office to initiate the process. Students are required to provide documentation, from a qualified professional, of their disability or chronic illness and to discuss how reasonable accommodations may assist them in fulfilling course requirements and participating in campus life. Determination of reasonable accommodations is an ongoing and interactive process. Students have the choice of whether or not to utilize accommodations.

At the start of each semester, a confidential letter will be provided to the student for each faculty member on their schedule, noting the accommodations. Both the student and the Coordinator sign these letters and the student is responsible for distributing them. While we encourage the student to meet privately with each of their faculty members to discuss accommodations and to explain how their disability or chronic illness manifests itself and might interfere with academic effort and/or test taking, this is NOT required. The nature of the disability does not have to be discussed, only accommodations.

Please note: Without a letter from the DSS/STEEP office, accommodations cannot be provided.

Students who have injuries, surgeries or other conditions which will temporarily restrict them on campus may contact DSS/STEEP to arrange for reasonable short-term accommodations. Documentation will be required.

DSS/STEEP also provides services to assist students in various areas of campus life. Appointments are scheduled on an as-needed basis to determine which individual and/or group services may be appropriate. Contact the office for details.

Accommodations and services are designed to equalize opportunities and access, not to lower the academic standard for these students or to alter the essential nature of the degree requirements.

The Writing Center

The Molloy Writing Center supports the development of writing skills for all Molloy students. Professional 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 and limited online appointments are also available for off-campus consultations.

Veterans 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

The Admissions Office assists prospective military students with their applications. 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 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 submit the Joint Services Transcript to admissions for any transfer credit evaluations.

Contact: Kimberly Vereline, Associate Director of Admissions, at 516.323.4012.

Veteran’s Enrollment Certification

VA G.I Bill students’ enrollments, program changes, withdrawals, and graduations are certified by the Office of the Registrar to the VA. Eligible G.I Bill students’ 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 G.I. Bill benefits including VA Chapters 30, 33, 35, 1606 and Vocational Rehabilitation, Chapter 31.

Contact: Christine Hay, Assistant Registrar, at 516.323.4303.

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 that takes them away from the campus. The student may withdraw from courses without academic penalties. Students withdrawing from all courses in a given term, should submit a Withdrawal Leave Form with the Registrar’s Office. Students must be approved for re-entry by the Associate Dean for Academic Support Services. (For any extraordinary circumstances, documentation should be provided to 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 and 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.

Career Services

Molloy College has a Career Development Center to aid students in career education, planning, development and implementation of career plans and opportunities. Students may contact Mary Brosnan, Director of Career Development, at 516.323.3468.

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. VA Chapter 31 Vocational Rehabilitation students’ tuition and fees are certified by the Bursar’s Office.

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 G.I. 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.

To apply for Tuition Assistance Program (TAP) and other New York state aid, go to www.hesc.ny.gov.

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 cancellation, 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 the college while in pursuit of a degree will add to the time to degree completion as the returning student must follow college policies on completing prerequisites and meet progression standards that vary by program. (See the catalog section for programs for more information.) College policies on academic standing and financial responsibilities will apply. Enrollment Management handles grievances for financial issues. 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

Academic Support Facilities

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 fax a room request to 516.323.3019 or drop if off to Room K019.

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 Level
- Wilbur Arts Center Lower Level
- Maria Regina Center Lower Level
- Fitzgerald Hall - 1st, 2nd & 3rd Floors
- Casey Center - 1st Floor
- Kellenberg Hall Lower Level
- Maria Regina Hall Rec Room
- Wilbur Arts Center Lower Level
- Fitzgerald Hall - 1st, 2nd & 3rd Floors
- Casey Center - 1st Level
- Kellenberg Hall Lower Level
- Maria Regina Center Lower Level
- Fitzgerald Hall - 1st, 2nd & 3rd Floors

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 computer 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.

Library

General

Located on the second floor of Kellenberg Hall, The James E. Tobin “JET” Library is open 84 hours per week, with extended hours offered during finals. 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 and 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 e-books, as well as, full text to millions of articles or streaming media contained within numerous subscription databases and accessible via the library homepage (molloy.edu/library). The library also provides a rich assortment of research guides (molloy.libguides.com) that support graduate programs, specific disciplines and even particularly unique assignments.

There is a fully-automated system for faculty to place materials on reserve, making them readily available to large numbers of students to use within a limited time period. In order to obtain materials that
may be either unavailable or not held in the collection, students and faculty can request books and articles via Molloy's Interlibrary Loan system or leverage the library's cooperative Research Loan Program (RLP).

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 videos and 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 and six VHS compatible players with reservable space for up to fourteen 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 a.m. to 5:00 p.m.

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 (Route110). 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 foreign study at some point during their college years. These experiences offer students the opportunity to integrate their academic experiences into a global framework.

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 student’s 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 during Winter, Spring and Summer breaks and are taught or led by Molloy College faculty.

Here are a sampling of trips that are being planned for the future.

- Interdisciplinary Medical Mission Trip, Jamaica, WI (Nursing, Speech-Language Pathology, Clinical Mental Health Counseling, Music Therapy)
- Milan - Switzerland, Vienna and Prague
- Service Learning Project: New Orleans
- Euroweek
- Freshmen Honors: Global Seminar, Slazburg, Munich · Explorations in Science in Norway
- Media Archeology - Rorne Destination: Spain - The Way
- Central Italy, Cinque Terra and Beyond Language Immersion - Leon, Spain Language Immersion, Siena, Italy Easter Island
- Southern Spain
- Destination Italy: Venice and Beyond Media Archeology - Southern Italy Destination: Ireland - Speech Pathology Business Explorations: Lisbon

INTERNATIONAL EDUCATION

The Office of International Education of Molloy College has been established to provide students with the information, guidance and resources they need to successfully pursue a program of study overseas. Students who are interested in participating in any of the College’s study abroad programs should make an appointment to see Professor Kathy Reba, Director of International Education in the Public Square, Room 310 at 516.323.3952.
Student Affairs

To enrich the college experience and to help students develop to their fullest potential emotionally, intellectually, socially and spiritually, the College makes possible participation in a variety of co-curricular activities and organizations. The most important of these organizations is the Molloy Student Association (MSA), whose membership includes the entire student body. The executive power of this association rests with the Molloy Student Government (MSG), whose members are elected from the general student body and whose jurisdiction extends to all other student organizations on campus. By joining the Molloy Community, each student signifies an agreement to uphold the goals and philosophy of the College. The Administration of the College strongly supports the MSA, which makes possible, by membership and/or leadership, many campus organizations and clubs.

The Vice President for Student Affairs, in conjunction with a staff of full-time personnel, serves and challenges Molloy students to develop as whole persons. The Vice President for Student Affairs along with members from Student Health Services, The Career Center, Campus Life, Residence Life, Athletics, Public Safety, Coordinators of College Media and Image Production and Student Personal Counseling are easily accessible to all students. The Student Affairs offices are located in Public Square, Room 330.

Student Health Services

A nurse is available daily, in the Student Health Services Office, located on the third floor of Kellenberg Hall, Room 310. In an emergency, dial 516.323.3500 for Public Safety.

Student Health Services collects immunization records and meningitis response forms from all incoming students and offers information sessions regarding healthier lifestyles.

As mandated by New York State Public Health Law #2165, all graduate students, full-time, part-time, matriculated and non-matriculated, attending classes on or off campus, born on or after January 1, 1957, are required to provide documentation of 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. Information regarding meningitis, the Certificate of Immunization Form and the Meningitis Vaccination Response Form can be accessed from our website at www.molloy.edu/studenthealthservices.

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-diphtheria pertussis 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.

Note: Molloy College has arranged to make available a Student Accident and Sickness Insurance Plan. Fifth-year graduate students and all other graduate students taking and maintaining a minimum of six credits can request enrollment in the insurance plan. To enroll, you must complete the enrollment form found on the Allen J. Flood Companies, Inc. website at: www.mystudentmedical.com. Follow the directions given on the form. Call the Allen J. Flood Companies, Inc. directly at 1.800.734.9326 ext. 9260 for any questions.

The Career Center

The comprehensive services of the Career 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 hunt 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 516.323.3482 or at www.molloy.edu/careercenter. The Center is located in Room 320 in the Public Square. Office hours are Monday through Friday 9 a.m. to 5 p.m. and by appointment. Individual appointments may be arranged at the student’s convenience on the Career Center platform - www.handshake.com.

Student Personal Counseling Service

The Student Personal Counseling Center (SPCC) is a free and confidential counseling service available to all Molloy College students. The SPCC offers the following services: crisis intervention, short-term individual counseling, support groups, wellness workshops, on-campus training, consultation and referrals to off-campus resources. The mission of the SPCC is to facilitate meaningful personal growth and the fullest academic development of each student. Through counseling, students can gain assistance in developing positive coping such as adjustment to college life and living, anxiety and stress, depression, relationship issues, family crisis, trauma and loss, anger management, substance use and abuse and life transitions.

To schedule an appointment, contact the SPCC at 516.323.3484 or visit Kellenberg Hall, Room 207. For additional information and resources, visit the SPCC webpage on the Molloy website.
Campus Ministries

HOPE: Hospitality - OP the Dominican Way for Everyone, is the home of Campus Ministries at Molloy College. Located in the Public Square, Room 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. We are there to help people through the tough times in life and 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 other good people at the College.

Sacred Heart Chapel is located behind Fitzgerald Residence Hall. It is open so that people may stop in to pray and reflect for a moment. Liturgy is celebrated Monday through Friday at 12:15 p.m. and at 8:30 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 also 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 found online @www.molloy.edu on the Public Safety webpage, or obtained from the Public Safety Office which is located in the Maria Regina Annex.

The shuttle pickup on campus is located in Kellenberg Circle. The Hempstead Bus Terminal pickup area is located in Parking Lot 12, which is the south side of W. Columbia St. The Rockville Centre train station pickup area is located on the south side of the train station, on the Sunrise Highway side. Molloy College ID cards are required to ride the shuttle. Shuttle questions or concerns should be directed to the Office of Public Safety at 516.323.3500.

Special Molloy Programs, Centers and Institutes

CENTER FOR SOCIAL AND ETHICAL CONCERNS

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.

COMMUNITY RESEARCH INSTITUTE (CRI)
The Community Research Institute (CRI), which is housed in the Sociology Department, 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.

CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT
Molloy College has a strong commitment to provide education and training for adult learners.

Regardless of whether an individual need 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, 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, contact the Division of Continuing Education and Professional Development at 516.323.3550 or go to the website at molloy.edu/ce.

ENERGEIA PARTNERSHIP
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, and willing to serve as trustees and 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.

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.

MADISON THEATRE

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 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 pursuit. 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, Administrative Assistant 516.323.3941.

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.

SIENA WOMEN’S CENTER

The Siena Women’s Center, guided by an executive board of faculty, administrators and students, promotes awareness of issues concerning women in today’s world and serves as Molloy’s resource center for research by and about women. The Center hosts a book club open to the community which meets about five times per academic year.

The Center offers a variety of lectures, discussions and symposia exploring topics of interest and importance to women. Each spring, an academic symposium, “Voices of Women,” sponsored by the Siena Women’s Center, brings notable scholars to speak at Molloy. The Center sponsors the Catherine of Siena Lecture and the Florence Levenson Memorial Lecture Series, which features prominent speakers addressing subjects of contemporary interest and concern.

Throughout the academic year, discussions on issues pertinent to women are sponsored by the Center and moderated by Molloy faculty members. The Center also supports Molloy’s minor in Women’s Studies. The Women’s Center Office, located in Siena 100, is a designated lactation site. For information concerning discussion topics and presentations call Dr. Cheryl Camenzuli, Director at 516.323.3841.

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. Its impact is important in the areas of implementing clean energy, reducing environmental toxins that may impact public health, 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. It brings 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 clearing house to guide students who are interested in becoming involved in environmental issues towards student or off-campus organizations, faculty initiated programs and classes. The Sustainability Institute accepts applications for Molloy student interns at its Farmingdale office, and provides real-life practical work experience in the field of Sustainability.

Academic Policies and Procedures

“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.” Graduate education fosters a higher level of scholarly inquiry for expansion of knowledge, self-enrichment and achievement of personal and professional goals. (Mission of the Office of Academic Affairs)

In addition, graduate, post-graduate and doctoral education provides innovative courses which allow students to engage in life-long learning experiences and to build upon the knowledge and foundation achieved in undergraduate education. Dual degree programs are available for undergraduate students in Business, Criminal Justice, Education, Music Therapy and Nursing, for those who desire to accelerate progress to graduate-level studies. Specially designed programs facilitate career changes and accommodate the needs of the advanced or returning student.

REGISTRATION AND ADVISEMENT

New Students: New students will be scheduled for registration by the Office of Admissions through their Divisions.

Continuing Students: The Advisement and Registration dates for each semester are published in the Academic Calendar in this catalog and posted online in the Lion’s Den and Molloy College website. Before the Advisement and Registration Period, registration instructions will be available to all continuing students. Registration is scheduled with specific dates and times based upon the student’s classification or credits earned.

All students will consult with an assigned advisor or with the appropriate Associate Division Dean and/or Director of the student’s program for planning and academic counseling. Students are responsible for contacting and meeting with an advisor at least once a semester.

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 Holds will not receive permission to register until the hold is removed.

For matriculated students, the students may reserve seats in courses during Early Registration and the advisor reviews and approves the selected courses. It is incumbent upon the student to read the catalog carefully, noting all prerequisites and degree requirements when planning his/her program. The student holds responsibility for the final choice of courses.
Reserving a seat in a course that is not approved by the advisor does not constitute registration into that class. Students not completing online Early Registration may process in-person registration with advisor approval or register online with advisor clearance. Students are responsible to maintain matriculation each semester until the degree is awarded. The graduate-level courses at Molloy are numbered from 500–599. Courses above 600 are doctoral-level.

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 by having a Bursar Hold. No student may attend any course for which he or she has not registered. Students may only attend the courses for which they are registered. A student may not register for a course unless all prerequisites have been satisfied or the Associate Division Dean approves. The College reserves the right to cancel any course, as deemed necessary.

Undergraduate Enrollment in Graduate Courses: Undergraduates in the dual degree and Five Year Combined Degree Education Programs may enroll in graduate courses with permission of the Director of the Graduate Program. The number of undergraduate students may not exceed 10% of the total class enrollment. Master’s-level courses that are credited to the baccalaureate degree may not be applied toward the Master’s Degree should a student not complete the Five Year Combined Degree Education Program.

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

After the last day of the Late Change of Program Period, no withdrawals will be permitted without the signature of each instructor, the Director of Financial Aid and the advisor. Refund Policy information is covered under “Expenses.” Changes at this time are considered withdrawals and generate a grade of “W.”

Late Registration: After the scheduled early registration period for continuing students each semester, students may register on a continuous basis. 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 when registering late.

Matriculation in Programs: Students are not permitted to matriculate in two (2) graduate programs in different Divisions at the same time (e.g., Division of Nursing and Division of Business). In consultation with the academic advisor and/or the Program Director, students may be permitted to take elective credits in a different graduate program.

Full-time/Three-Quarter/Half-time/Less Than Half-time Status for Graduate-Level Students:

Full-time Study: Full-time study is nine (9) or more credits per semester.

Three-quarter Time Study: Three-quarter time study is six (6) to eight (8) credits per semester.
Half-time Study: Half-time study is four and one half (5) 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 four (4) credits per semester.

Note: Credits taken that are not part of the required graduate or doctoral courses for a degree program 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.

ATTENDANCE AND RELIGIOUS OBSERVANCES

Policy of Responsible Attendance: Students are expected to attend all classes regularly and punctually. Penalties for excessive absences are noted in course outlines.

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.

TRANSFER POLICY

Students who have completed graduate-level courses at another institution may transfer six (6) credits with a grade of “B” or higher, if the courses are judged equivalent to those required in Molloy’s Graduate Program.

Transfer courses must have been completed within the following time frame to be considered:

- Graduate Business Program: Ten (10) years - Beyond 10 years, requires Dean’s Approval
- Graduate Criminal Justice Program: Ten (10)-Beyond 10 years, requires Associate Dean’s Approval
- Education Master’s Program: Five (5) years
- Nursing Master’s Program: Six (6) years
- Graduate Music Therapy: Five (5) years
- Graduate Speech-Language Pathology Program: Five (5) years
- Clinical Mental Health Counseling Program: Five (5) years
- Doctor of Nursing Practice (DNP) Program: Five (5) years
- Doctor of Education (Ed.D.) Program: Five (5) years for doctoral-level and ten (10) years for cognate courses (For more information see Doctor of Education Program section)
- Nursing Doctorate (Ph.D.) Program: Five (5) years

For the Post Master’s Advanced Certificate in Nursing, the student’s transfer credits will include all prior learning and credits at other institutions, as deemed necessary, to document the student’s completion of requirements for the Advanced Certificate. This evaluation will be made by the Associate Dean and Director of the Nursing Program. The student’s plan of study for an Advanced Certificate would be to an expanded area of study based on these credits.

For the Post Master’s Advanced Certificates in Business, students may transfer six (6) credits from another institution, upon review by the Program Director.

For the Post Baccalaureate Advanced Certificate in Business, students who earned the certificate at Molloy can fully apply the credits towards an MBA.

Please Note: Board Approval - April 2016 and New York State Submission - May 2016.

SUMMER SESSIONS

Molloy College offers courses during several summer sessions on campus. A student may take a maximum of three credits during the one-week Summer Institutes for Graduate Education courses. During each of the two Graduate Education five-week sessions, Summer Session Long I and Long II, students may take up to six credits in each term. During the seven-week Summer Session Long III or Long IV for Graduate Business courses, students may take up to six credits. Graduate Nursing courses are offered throughout the summer with variable dates, generally in Summer Session Long. Music Therapy offers courses in Summer I and Summer II. Criminal Justice offers courses in Summer I and Summer Long. Limited courses may be offered by Speech-Language Pathology in Summer Long with variable dates.

All graduate-level and doctoral-level students are limited to a maximum of two courses of six credits in any session or overlapping time period in the summer. The summer sessions must not overlap. Permission to exceed these limits must be obtained from the Vice President for Academic Affairs. The maximum credit load for Summer Session Long will vary and...
will be based on the particular requirements and limitations of the individual courses offered. Problems or questions regarding summer session will be resolved or answered by the Associate Dean for Academic Support Services in Academic Affairs.

Molloy College courses and credits may generally be acceptable as transfer credits by other accredited colleges and universities, subject to the institution’s transfer policies. Before attending Molloy, students wishing to transfer credits to another graduate program are strongly advised to verify and confirm with the other institution the grade needed and that the credits can be accepted.

Summer courses are the equivalent in content and credit to the courses offered during the regular academic semesters. 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.

**INDEPENDENT STUDY POLICY**

Permission to pursue Independent Study must be obtained from the student’s advisor, the faculty sponsor who will oversee the study and the Associate Division Dean and Director of the program involved. The student must obtain the necessary approvals for the Independent Study at the time of registration.

Topics are chosen in conjunction with the faculty sponsor. The quantity and depth of content studied will determine the credits allocated for the course. The quality of the research and final presentation will determine the grade for the Independent Study. Appropriate forms are available in the Office of Academic Affairs.

Independent Study courses are not required for the registered degree programs in the graduate divisions. Approval and registration is strictly limited for this reason. These courses are sometimes used to fill in gaps for transfer credit shortages.

**AUDITING COURSES**

**Graduate students** will be permitted to audit courses within their matriculated discipline on a space-available basis and with permission of the Associate Dean and Director of the Graduate Program. Students must hold a bachelor’s degree to be permitted to audit.

**Full-time matriculated graduate students** (9 or more credits) may audit any two additional courses to the maximum of 6 credits free of additional charges and exclusive of the summer session.

**Part-time graduate students** may audit one course to the maximum of 3 credits free of additional charges and exclusive of the summer session.

**Non-matriculated graduate students** will pay one-half the graduate tuition and appropriate fees to audit a course.

**Course fees for all auditing students** will be required as well as any special fee that may be attached to the course.
Payment information: Payment for audited courses must be made in full. The deferred payment plan is not available for use for audited courses.

Refund information: A student withdrawing from a course that is being audited will be granted a refund for tuition only if applicable, in accordance with the refund policy stated in the “Expenses” section of the college catalog. If the status of a student changes at any time during the semester, the policy that relates to the current status of the student will be adhered to, (i.e., students dropping from full-time to part-time status will be required to follow the policy of a part-time student).

Policy on academic credit: At no time will credit be granted for an audited course. However, the student may repeat the course for credit during another semester. Any change from audit status to credit or vice versa may be made up to the last day of the Add/Drop Period. (Consult the Academic Calendar for exact dates.)

Transcript: Records of courses that have been audited are part of the student’s academic record and appear with the academic coursework on the transcript. Transcripts will be issued upon written request and submission of appropriate fee. The grade of “AU” is assigned for audited courses.

FINAL EXAMINATIONS/LAST CLASS MEETINGS

Written examinations or their equivalent are held at the end of each Fall and Spring semester, as well as for the Summer Sessions. Students are required to attend the final examination, which is also the mandatory last class meeting at the hours announced on the official Final Examination/Last Class Meeting Schedule. In the case of absence from the final examination, the students will be held to the grading policy on “Incompletes”.

SUBSTITUTION COURSES

A Substitution Form may be submitted by the student’s program director for approval by the Vice President of Academic Affairs. These requests must be reviewed and are subject to denial. If approved, an acceptable equivalent course may be substituted for a required course. Minimum grades required by each division may not be waived. The total credits required for the degree may not be waived.

ONLINE AND HYBRID COURSES

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

CLASSIFICATION

For the purposes of tracking and identifying students in Molloy’s graduate programs the following classifications are used:

- **Master’s**: Matriculated into a MS or MBA program.
- **Post Master’s**: Matriculated into an Advanced Certificate program.
- **Doctoral**: Matriculated into a Ph.D., DNP or Ed.D. program.
- **Non-degree Graduate/Doctoral**: Not matriculated into a graduate- or doctoral-level program of study. (The approval of the Dean or Associate Dean of the Division, subject to a review of a student’s qualifications, is required to take courses at the graduate- or doctoral-level.)

GRADING POLICY

The following grading system is used in the Graduate Programs: (Effective Fall 2008)

<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality Index</th>
<th>Point Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 93.0–100</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A- 90.0–92.9</td>
<td>Excellent</td>
<td>3.7</td>
</tr>
<tr>
<td>B+ 87.0–89.9</td>
<td>Very Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B 83.0–86.9</td>
<td>Lowest acceptable grade in Education</td>
<td>3.0</td>
</tr>
<tr>
<td>B- 80.0–82.9</td>
<td>Lowest acceptable grade in Business, Criminal Justice, Music Therapy, Nursing, Speech-Language Pathology</td>
<td>2.7</td>
</tr>
<tr>
<td>C+ 77.0–79.9</td>
<td>Not accepted for credit toward degree requirements</td>
<td>2.3</td>
</tr>
<tr>
<td>C 73.0–76.9</td>
<td>Not accepted for credit toward degree requirements</td>
<td>2.0</td>
</tr>
<tr>
<td>F Failure</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>AU Audit (Audit requires permission of Program Director and the Instructor. No credits earned and no quality points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Incomplete (Computed as Failure: Some requirement of the course is lacking. Automatically becomes an “F” if requirement is not met within a specified time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Withdrawn - Passing (no credits earned and no quality points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WA Withdrawn-Absent from the last class meeting or final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WF Withdrawn-Failing (Computed as a failure)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIP Work-in-Progress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P** Pass (Represents competency in meeting course requirements. Depending on the discipline “Pass” grades represent the equivalent to a “B” or “B-” and confirm required competency. “Pass” is not a letter grade and does not count in the GPA. Courses taken with Pass/Fail grading cannot be used to meet a degree requirement, where the program requirements must be satisfied with a minimum letter grade.)

NA** Never Attended (No credits earned and no quality points)

** “NA” is no longer available as a final grade, effective Fall 2004.
REPEATING COURSES

The lowest acceptable grades allowed in the different master's, post-master's, and doctoral disciplines are:

- Business: "B -"
- Criminal Justice: "B -"
- Education Master’s: "B"
- Music Therapy: "B -"
- Nursing Master’s: "B -"
- Speech-Language Pathology: "B -"
- Clinical Mental Health Counseling: "B -"
- Nursing Doctorate (Ph.D.): "B"
- Doctor of Nursing Practice (DNP): "B"
- Doctor of Education (Ed.D.): "B"

Students must achieve the 3.0 cumulative GPA to qualify for graduation.

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.

Speech-Language Pathology courses are limited to be repeated only once. The option to repeat a course in Speech-Language Pathology is also limited to 1 repetition in 2 courses. The option to repeat a course may not be used more than twice (two courses, once each) for all other disciplines. A third grade that is not accepted for credit towards degree requirements will result in dismissal from the program.

Music Therapy courses are limited to be repeated only once. The option to repeat a course may not be used more than two times (two courses, once each) for all other disciplines. The option to repeat a course in Music Therapy is also limited to 1 repetition in 2 courses.

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, the Associate Dean and Director of the Graduate Program and the Vice President for 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.”

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.”

GRADE REPORTS

Final grades, mid-semester reports and student course history may be found in Lion’s Den through the student’s secure account at www.molloy.edu. On the “My Molloy” web page click the link to the Lion’s Den portal to sign in with the student account username and password.

TRANSCRIPTS

Students wishing to have an official or student transcript sent directly to a prospective employer or school must submit a signed Transcript Request Form to the Office of the Registrar along with the required fee by mail, fax or in-person. Forms are available from the Office of the Registrar or can be down-loaded from the website at www.molloy.edu by searching on keyword: “transcript request.”
Transcript requests are filled as soon as possible after receipt, but students should allow time for processing during grade entry periods. The College reserves the right to withhold a student’s transcript until all financial and/or other obligations are fulfilled.

Transcript notations will be made in compliance with New York State Law, effective October 5, 2015, for code of outcomes for students found in any conduct violation that is deemed a violent offense equivalent to the Clery Act Part I crimes (as updated by the Violence Against Women Act) The crimes which would require this notation currently include: murder; rape, fondling, incest and statutory rape; robbery; aggravated assault; burglary; motor vehicle theft; manslaughter; and arson. Molloy College does not allow students to withdraw from the college with pending conduct charges.

Significantly, Article 129-B mandates that higher education institutions include notations on the transcripts of students found responsible through the institution’s conduct process for crimes of violence, including, but not limited to, sexual violence, as set forth in 20 U.S.C. 1092(f)(1)(F)(i)(I)-(VIII) of the Clery Act. Such transcript notations must state “suspended after the finding of responsibility for a code of conduct violation” or “expelled after a finding of responsibility for a code of conduct violation,” as applicable. Should the student withdraw from the higher education institution while the investigation of the complaint is pending, his or her transcript must note “withdrew with conduct charges pending.”

Molloy College has written policies, which, at a minimum, provide an appeals process for students seeking removal of such notations in accordance with Article 129-B. Information on the appeals process, student rights, duration of the notations and dismissal of students will be available in the Student Handbook and the Molloy College website.

**GRADE APPEALS**

Questions about a grade are first addressed with the instructor, then the Associate Dean and Director of Graduate Programs. After these two sources are contacted, a student should consult with the Associate Dean for Academic Services in Kellenberg Hall, K-119, to discuss a possible grade appeal. The procedure that needs to be followed is described in the Department of Nursing, Graduate and Post-Graduate Student Handbook, the Graduate Education Orientation Manual / Candidate Handbook and the Academic Calendar. It is the responsibility of the student to obtain the instructions and to observe the deadline for filing an appeal.
**MATRICULATION POLICY**

Matriculation is maintained by attending Fall and Spring semesters in each academic year, unless the student has obtained an authorized semester withdrawal leave for one or two semesters.

**PROBATION POLICY**

Maintenance of Academic Standards: The quality point index requirement is 3.0. If the academic average falls below 3.0, under ordinary circumstance the student will be permitted one semester in which to raise the GPA to 3.0. Extraordinary circumstances necessitating additional time to raise the GPA will be determined in consultation with the academic advisor and the program director.

Failure to raise the GPA to the required 3.0 will result in dismissal from the program.

Maintenance of Program Standards: Each program has standards for progression and academics. Students may be asked to leave the program or removed from classes if dismissed by the division.

**DISMISSAL FROM PROGRAMS**

Students who do not meet the program standards for progression in their area of study may be dismissed by the Associate Dean and Director of their Division. Dismissed students should drop their courses at the Registrar’s Office to assure a correct bill prior to the start of the term. The Registrar’s Office will be authorized to drop dismissed students’ classes prior to the start of the term to provide adequate classroom space.

**WITHDRAWAL FROM COURSES**

Withdrawal from courses can be made at the Registrar’s Office in the Wilbur Arts Center. The last date of attendance and the signatures of the instructor, the Director of Financial Aid and the academic advisor are required.

Once Add/Drop Period ends, students will be permitted to withdraw from a course with a grade of “W” up until the mid-semester appraisal date. Withdrawal from a course after this date can be made up to the last academic day of class (refer to Academic Calendar for exact dates) with a grade of “W” or “WF” as determined by the instructor and based on the student’s work up to that time. “WF” grades will be equivalent to “F” and computed in the student’s index.

For any student who stops attending/participating in classes for two weeks, the professor will assign a final grade of “WA” or “WF.” Students are not allowed back into classes once they leave for two weeks or more.

Withdrawal grades for 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 may be affected by not progressing toward the degree as planned. (For refunds and policies, see catalog section on “Expenses.”)

Students wishing to take off for one to two academic semesters or exit the college completely should apply for either a “Withdrawal - Leave for One Semester” or “Withdrawal - Official Exit from College.”

**WITHDRAWAL - ONE/TWO SEMESTER LEAVE**

Currently, matriculated graduate and doctoral students may request a “Withdrawal - One/Two Semester Leave,” if they plan to return to the College the following academic semesters. Some program courses are offered sequentially for “Fall Only” or “Spring Only” rotation. In these cases, students may need to withdraw for one year. The Withdrawal Application must be submitted to the Registrar’s Office. Students must also sign the Withdrawal Consequences Form for Financial Aid, agreeing to complete the Exit Counseling at www.mappingyourfuture.org. Withdrawal Applications are available online and at the Registrar’s Office, located in the Wilbur Arts Center.

Approval for one or two semesters off maintains a student’s matriculated status. Students requesting a "Withdrawal - One/Two Semester Leave" after the Add/Drop Period ends and during the Withdrawal Period must also withdraw from their classes by completing the Add/Drop/Withdrawal Form, which requires the signature of the advisor, the instructor for each class with the last date attended and the approval signature of Financial Aid. Students experiencing extenuating circumstances meriting hardship consideration, should contact Enrollment Management and provide documentation for the following types of circumstances: military leave, jury duty and any conditions covered by the Family and Medical Leave Act of 1993.

Students in good standing doing the “Withdrawal - One/Two Semester Leave” are automatically approved by the Associate Dean for Academic Support Services. The Associate Division Dean may require a review for students with academic difficulties before returning.

Students who do not return from an approved “Withdrawal - One/Two Semester Leave” will be considered to have left the College and will be “Withdrawn Officially” retroactive to the date they last attended.

Taking any time off from college may require the return of Title IV financial aid funds and will 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 may be affected by taking a term off.

Newly admitted students or readmitted students returning after being “Withdrawn” should notify the Admissions Office, located in the Wilbur Arts Center, if they plan to cancel or defer their enrollment to the next term.

For refunds and policies, see the “Expenses” section of this catalog.

**WITHDRAWAL - EXIT OFFICIALLY FROM COLLEGE**

Withdrawal from College for one year (more than two semesters) requires the completion of the Withdrawal Application. Withdrawal from the College before the completion of the coursework for a degree with the intention of not returning—requires the student file a Withdrawal Application with the Registrar’s Office located in the Wilbur Arts Center. Withdrawal Applications are available online and at the Registrar’s Office.

Students requesting “Withdrawal - Official Exit from College” after the Add/Drop Period ends and during the Withdrawal Period must also withdraw from classes by completing the Add/Drop/
Withdrawal Form, which requires the signature of the advisor, the instructor for each class with the last date attended and the approval signature of Financial Aid.

Students taking more than two semesters off (one year) because their program’s courses are offered sequentially for “Fall Only” or “Spring Only” rotation need to let Admissions know the term that they intend to readmit.

Students experiencing extenuating circumstances meriting hardship consideration should provide documentation to Enrollment Management for the following types of circumstances: military leave, jury duty and any conditions covered by the Family and Medical Leave Act of 1993.

Taking any time off from college may require the return of Title IV financial aid funds and will 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 may be affected by taking a term off.

Newly admitted or readmitted students returning after being “Withdrawn” should notify the Admissions Office located in the Wilbur Arts Center, if they plan to cancel or defer their enrollment to the next term.

Students who discontinue their studies and do not notify the college will be Withdrawn Administratively. Students who have left the college for two consecutive academic semesters and wish to return to Molloy College must apply to Admissions to be readmitted. For refunds and policies, see the “Expenses” section of this catalog.

**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. Complainants 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.

**Formal Procedure**

The formal procedures to be followed for students are either the Due Process Procedure for Student Discipline in Non-Academic Areas or the Due Process Procedure for Student Discipline in Academic Areas or the Grade Appeal Policy as stated in the Student Handbook.

**To Make a Report**

You may use either of the following methods to submit a report: On the web, make a report at ethicspoint.com or dial toll-free, 844.719.2851, within the United States, Guam, Puerto Rico and Canada.

After you complete your report, you will be assigned a unique code called a “report key.” Write down your report key and password and keep them in a safe place. After 5-6 business days, use your report key and password to check your report feedback or questions.

A student may also file a complaint with the appropriate state agency in which they reside. Pursuant to the United States Department of Education’s Program, “Integrity Rules,” Molloy College is required to provide all prospective and current students with the contact information of the state agency or agencies that handle complaints against postsecondary education institutions offering distance learning or correspondence education within that state.

**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 2018)*

| 001–099— | Non-credit college preparatory and remedial courses. Courses below the 100-level are not counted towards degree requirements. |
| 100–199— | Introductory studies, normally on Freshman-level. Course assignments require or reinforce basic competency in speaking, writing and critical thinking. |
| 200–299— | Intermediate studies, normally on Sophomore-level. Courses may require prerequisites on the 100-level. Course assignments require or reinforce speaking, writing and critical thinking skills at a level above basic competency. |
| 300–399— | 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. |
| 390–399— | Selected Topics: In-depth study of topics not included in detail in the regular curriculum cycle. |
| 400–499— | Specialized studies, seminars, capstone courses, normally 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. |
SEMIESTER HOURS/CREDIT HOURS

Molloy’s academic year is based upon standard terms of 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 an appropriate number of meetings per term designed to achieve or exceed the minimum number of minutes of instruction per semester hour as required by the state.

Shorter, non-standard terms, such as the Summer Sessions or Intersessions, have more frequent and/or longer class meetings and include supplementary instruction to meet the minimum mandated meeting time regulations.

The last week of the standard semester has a final/last class meeting for all courses, which is a mandatory meeting scheduled for 120 minutes for every graduate-level course. The regular weekly class meetings along with the final/class meeting and supplementary assignments and/or coursework are combined to meet the appropriate total minutes for instruction and outside assignment time as mandated by the New York State Commissioner’s Regulations.

Graduate and doctoral-level courses meet as published in the “Course Search” on Lion’s Den and in the “Final Exam/Last Class Meeting Schedule.” In some programs, various courses also have clinical, laboratory and fieldwork components built into the curriculum with meeting times, instruction and outside assignment requirements. (Graduate- and doctoral-level courses may vary from the formula for class meeting times for fewer hours of instruction only when approved by the Commissioner of Education of New York State as part of a registered curriculum, or when the commissioner has granted prior approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study as adopted in statements by the institution.)

Blended learning courses taught as hybrid courses as well as online courses follow NY State and federal guidelines for meeting course outcomes and achieving credit.

This description of “Semester Hours/Credit Hours” is presented for a quick insight into college policy. For further information on a particular class in a division concerning meeting times, instruction and supplementary assignments as shown in the “Course Search” in Lion’s Den, “Final Exam/Last Class Meeting Schedule” and specific course outlines or syllabi, please contact either the Office of the Registrar or the Division Dean of the program.

Honor Societies

ALPHA PHI SIGMA

The Zeta Lambda Chapter of Alpha Phi Sigma, the National Criminal Justice Honor Society, is open to the graduate student who maintains a minimum of 3.4 overall grade point average and a 3.4 in their Criminal Justice courses. A student must have completed at least four (4) graduate courses before application. Application for membership is made through the Department of Criminal Justice.

CHI SIGMA IOTA

Chi Sigma Iota, CSI, is the international honor society of professional counseling. It was established in 1985, to provide recognition for outstanding achievement as well as outstanding service within the profession. CSI was created for counselors-in-training, counselor educators and professional counselors whose career commitment is to research and service through professional counseling. The mission of CSI is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. The CSI symbols and colors were chosen to reflect its mission and values: white for virtue, blue for trustworthiness and integrity.

In accordance with CSI by-laws, eligibility for membership is extended only to those students in the Molloy College Clinical Mental Health Counseling Program (CMHC) Master of Science Program who have completed at least 9 credit hours, have a cumulative GPA of 3.5 or better on a scale of 4.0, and are deemed promising for endorsement as an ethical and exemplary counselor-in-training. To be eligible for membership, a CMHC student must be recommended and invited as a member by their faculty advisor.

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 and demonstrate an interest in disability issues. Graduate students must have completed a minimum of 18 credits and earned an overall grade point average of 3.3.

DELTA EPSILON SIGMA

Delta Epsilon Sigma, the national scholastic honor society for students of colleges and universities with a Catholic tradition, was initiated in 1938. The purpose of the society is to recognize academic accomplishments, foster scholarship among its members and engage in community activities. Membership requires a 4.0 GPA and completion of a minimum of 18 credits at Molloy College.

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 candidates who have maintained a cumulative index of 3.85 and have completed a minimum of 15 credits in the Graduate Education Program at Molloy College. Candidates must also complete a pre-candidacy period in which the member attends a minimum of one Kappa Delta Pi workshop or meeting prior to induction. Additionally, teacher candidates must complete a written statement highlighting volunteer service in an educative environment and are required to attend the Induction Ceremony.

**KAPPA ALPHA NU**

Kappa Omicron Nu is the National Honor Society for Human Sciences. The Molloy chapter of Kappa Omicron Nu, Nu Alpha Kappa was established at Molloy 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. 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. Graduate student membership requires completion of at least 25 credit hours and a minimum GPA of 3.8.

**SIGMA BETA DELTA**

In September 2005, a chapter of Sigma Beta Delta was installed at Molloy College. The purposes of Sigma Beta Delta are to encourage and recognize scholarship and achievement among students of business, management, finance, accounting, marketing and healthcare administration, and to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind.

Membership in Sigma Beta Delta is the highest international recognition a business student can receive at a college. A business student must be invited to membership by the faculty officers to be eligible for membership.

**SIGMA THETA TAU, EPSILON KAPPA CHAPTER**

Sigma Theta Tau, the 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 programs must have a cumulative index of at least 3.0 on a four-point scale, have a 3.0 in nursing and be in the top 35% of their class. Graduate students who have completed half of the Molloy College graduate program and attained a cumulative index of 3.5 on a four-point scale may be eligible. Faculty recommendation is required of all candidates.
Honors, Awards, Graduation and Beyond

GRADUATION REQUIREMENTS

Students must submit an approved Application for Graduation with all required signatures and an application fee, according to the deadlines in the Academic Calendar.

Degree Requirements for Graduate/Doctoral Division Programs include:

Completion of minimum program credit hours and specific department requirements:

- **Business**: All required coursework and prerequisite knowledge.
- **Clinical Mental Health Counseling**: All required coursework, prerequisites, clinical practicum and internship, e-portfolio and passing the Counselor Preparation Comprehensive Exam.
- **Criminal Justice**: All required coursework and prerequisites.
- **Education: Master’s**: Initial Certification Programs require field placement hours and student teaching.
- **Education: Doctor of Education (Ed.D.)**: All required coursework and dissertation defense.
- **Music Therapy**: All required coursework and prerequisites.
- **Nursing: Master’s**: All required coursework and clinical hours.
- **Nursing: Doctor of Nursing Practice (DNP)**: All required coursework and clinical hours.
- **Nursing: Doctor of Philosophy (Ph.D.)**: All required coursework and dissertation defense.
- **Speech-Language Pathology**: All required coursework, prerequisites and clinical hours.

Academic Years Allowed for Completion of a Graduate Division Program:

- **Business**: Five (5) years - Beyond five (5) years requires Dean’s Approval.
- **Clinical Mental Health Counseling**: Five (5) years
- **Criminal Justice**: Five (5) years
- **Education: Master’s**: Five (5) years
- **Education: Doctor of Education (Ed.D.)**: Seven (7) years
- **Music Therapy**: Seven (7) years
- **Nursing: Master’s**: Seven (7) years
- **Nursing: Doctor of Nursing Practice (DNP)**: Five (5) years
- **Nursing: Doctor of Philosophy (Ph.D.)**: Nine (9) years
- **Speech-Language Pathology**: Two (2) years

Academic Standards for Graduate Division Programs:

- **Business**: Maintenance of 3.0 cumulative average. Grades below “B - “ are not applicable to this degree.
- **Clinical Mental Health Counseling**: Maintenance of 3.0 cumulative average. Grades below “B - “ are not applicable to this degree.
- **Criminal Justice**: Maintenance of 3.0 cumulative average. Grades below “B - “ are not applicable to this degree.
- **Education: Master’s**: Maintenance of 3.0 cumulative average. Grades below “B” are not applicable to this degree.
- **Education: Doctor of Education (Ed.D.)**: Maintenance of 3.0 cumulative average. Grades below “B - “ are not applicable to this degree.
- **Music Therapy**: Maintenance of 3.0 cumulative average. Grades below “B - “ are not applicable to this degree.
- **Nursing: Master’s**: Maintenance of 3.0 cumulative average. Grades below “B - “ are not applicable to this degree.
- **Nursing: Doctor of Nursing Practice (DNP)**: Maintenance of 3.0 cumulative average. Grades below “B - “ are not applicable to this degree.
- **Nursing: Doctor of Philosophy (Ph.D.)**: Maintenance of 3.0 cumulative average. Grades below “B - “ are not applicable to this degree.
- **Speech-Language Pathology**: Maintenance of 3.0 cumulative average. Grades below “B - “ are not applicable to this degree.

Master’s Degree Program Requirements:

- Successful completion of a research proposal suitable for the conducting of research, a completed thesis, or a comprehensive exam.
- Compilation of a Professional Portfolio in all Graduate Education Programs. Evidence of successful completion of all benchmark performances must be included in this portfolio.

Nursing Doctoral Degree Program Requirements:


Education Doctoral Degree Requirements:

- Requirement information is covered in the Education Doctoral Program section of the catalog and the Education Doctoral Handbook.

Application for Graduation:

- Completion of an application for the degree and the exit interview form not later than the deadline shown in the Academic Calendar.
- Diplomas and certifications will be held if the student has outstanding holds on their accounts, unreturned equipment or obligations to the college.

Note: Students should make certain that their academic records are in proper order at the time they make application for the Master’s degrees, Advance Certificates (Post Master’s degrees) or Doctoral degrees. If they are unable for any reason to take a prescribed course in the regular semester, it is their responsibility to take the course later on. They should not request a waiver for the course at a subsequent date nor should they expect the course to be offered at any unusual time to meet their personal convenience.
COMMENCEMENT

The Commencement ceremony is held in May each year and all activities related to graduation are managed by the Office of Student Affairs. All graduation information can be found on the website and special announcements will be emailed to potential graduates from the Office of Student Affairs.

DEPARTMENTAL HONORS AT GRADUATION

Departmental Honors are awarded at Graduate Class Night in May before the yearly commencement ceremony to students of outstanding scholarship in their discipline. Departmental Honors are given to students from the prior year’s August and December graduation. Students pending for a future degree award date are not included until the following year, although they may walk in the May ceremony if they are within the number of credits needed to participate.

COMMENCEMENT CEREMONY PARTICIPATION

Speech-Language Pathology and Criminal Justice: Students who are within three (3) credits of program completion and have registered for these credits to be taken at Molloy College during the summer session are permitted to participate in the commencement ceremonies held in May. The names of these students will appear as candidates for August graduation in the Commencement Brochure.

Graduate Business, Graduate Education, Nursing and Clinical Mental Health Counseling: Students who are within six (6) credits of program completion and have registered for these credits to be taken at Molloy College during the summer session are permitted to participate in the commencement ceremonies held in May. The names of these students will appear as candidates for August graduation in the Commencement Brochure.

Graduate Music Therapy: Students who are within six (6) credits of program completion, have successfully completed the thesis sequence (MUS 550, MUS 551, MUS 552) and have registered for remaining summer coursework are eligible to participate in commencement.

Ed.D. in Education: Students are not permitted to participate in the commencement ceremonies held in May until they have successfully defended their dissertation and it is signed off by the Associate Dean and Director of the Ed.D. Program and the Associate Dean for Graduate Academic Affairs.

Ph.D. in Nursing: Students are not permitted to participate in the commencement ceremonies held in May until they have successfully defended their dissertation and it is signed off by the Associate Dean and Director of the Ph.D. Program and the Associate Dean for Graduate Academic Affairs.

Doctor of Nursing Practice: Students are not permitted to participate in the commencement ceremonies held in May until they have successfully defended their “DNP Clinical Scholarly Project” and it is signed off by the Project Team members and the Associate Dean and Director of the DNP Program.

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.

ALUMNI ASSOCIATION

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.
The Barbara H. Hagan School of Nursing
Programs of Study
Dear Student

Welcome to the Barbara H. Hagan School of Nursing at Molloy College. We are looking forward to working with you as you achieve your professional career goals and attain an advanced degree in nursing. Molloy College has been educating professional nurses as clinicians, leaders and scholars since 1955. Graduates of our master’s and doctoral programs are highly regarded for their commitment to humanistic nursing care and to excellence in service to diverse communities. Our graduates are in clinical, administrative, policy, research and faculty leadership positions across the region, country and globe. The need for creative thinkers and innovators, grounded in a commitment to spirituality, service, study and community, has never been greater in healthcare. As a student and member of the Molloy nursing community, you will develop and refine the knowledge, skills, commitment to quality, innovative thinking and humanistic perspective on healthcare that are the hallmarks of a Molloy graduate.

Graduate education at the Barbara H. Hagan School of Nursing at Molloy College acknowledges the pivotal role that nurses have in providing healthcare to individuals, groups, families and populations and in improving our healthcare system. Building on previous experience and education in nursing, our master’s curricula provide routes to advanced practice, education and administrative roles, informed by a mindset of scholarly inquiry, evidence-based knowledge, and development of competencies to meet current, emerging and future healthcare challenges.

Doctoral education in nursing prepares leaders for research, practice and administrative roles at the highest levels. The Barbara H. Hagan School of Nursing offers two doctoral pathways: Ph.D. and DNP (Doctor of Nursing Practice). The Ph.D. program’s focus is the preparation of nurse scholars, grounded in a humanistic nursing philosophy, nursing science, leadership competencies and research methods, who will generate new knowledge and theory to improve health care. The program of study in the Ph.D. program culminates in original dissertation research which adds meaningful evidence to the knowledge base for nursing. The DNP program prepares advanced practice nurses at the highest level for health care improvement grounded in evidence-based translational inquiry methods. The DNP program of study culminates in an evidence-based translational project influencing health policy, health systems, and/or clinical practice. Outcomes of both doctoral programs provide for substantive contributions toward improvement of health and healthcare in society.

Regardless of program, graduate students in the Barbara H. Hagan School of Nursing join a welcoming community of clinicians and scholars, which celebrates diversity, values curiosity and innovation, and embraces excellence in nursing. We are excited to have you join us.

Best wishes for a meaningful experience as a Molloy student.

Marcia R. Gardner, PhD, RN, CRNP, CPN
Dean, The Barbara H. Hagan School of Nursing
Dear Student:

Congratulations on your decision to pursue graduate studies and welcome to the Molloy Graduate Nursing Program. The Mission of the Molloy Program is built on the Dominican Tradition of community, service, spirituality and study, offering students a portfolio of Master of Science degree specialties pertinent to the ever-changing healthcare landscape.

Molloy students can choose to study in one of the eight nursing specialty programs; Nursing Education, Administration with Informatics, Clinical Nurse Specialist and four practitioner programs: (1) Family Nurse Practitioner (2) Adult Gerontology Practitioner (3) Pediatric Nurse Practitioner (4) Family Psychiatric Mental Health Nurse Practitioner. The new dual degree in Administration with Informatics/MBA in Healthcare Management allows students to earn the MBA in Healthcare Management with an additional 18 credits after completing the MS Administration with Informatics.

Each program provides academic experiences that build upon the core courses and integrate clinical practicum experiences appropriate to the specialty. Molloy faculty create a rich academic environment refining and developing leadership, critical thinking and clinical judgment skills. Experiences are offered to students that engage community partners locally, regionally and globally in the curriculum.

I invite you to learn more about the Molloy Nursing Programs. You will be stimulated, inspired and challenged to rise to the level of Graduate Professional Nurse.

With kindest regards,

Denise S. Walsh, Ph.D., R.N., F.A.A.N.
Associate Dean and Director
Graduate Nursing Programs
Nursing Master’s Program

H309 The Barbara H. Hagan School of Nursing
516.323.3656

Marcia R. Gardner, Ph.D., R.N., CPNP, CPN Dean of the Barbara H. Hagan School of Nursing and Professor of Nursing

Denise S. Walsh, Ph.D., R.N., F.A.A.N., Associate Dean and Director, Graduate Programs in Nursing

Professors: Teresa Aprigliano, Marcia Caton, Bernadette Curry, Donna Driscoll, Veronica Feeg, Debra Hanna, Kathleen M. LaMaute, Lois Moylan, Freida Pemberton, Rose Schecter, Victoria Siegel, Susan A. Vitale, Margaret Whelan

Associate Professors: Normadeane Armstrong, Patricia Eckardt, Mary Fassett, Joan Ginty, Maureen Moulder, Ann Marie Paraszczuk, Anne Tumbarello, Denise Walsh

Assistant Professors: Nicolette Ceo, Christine Cervini, Anna George, Nona Holmes, Judith James-Borga, Seatbyul Diane Lee, Kerry Mastrangelo, Mary McCormack, Ethel Simmons-Ulrich, Marcia Williams-Halley

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.

Please note that Molloy College offers selected courses in both traditional and hybrid methodologies. A hybrid course combines face-to-face classroom instruction with online/distance learning.

Philosophy of The Barbara H. Hagan School of Nursing Master’s Program

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 which 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, multicultural population to attain, maintain and retain optimum health.

Nursing is both a science and an art which 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 healthcare team who is able to practice in a variety of settings.

The faculty believes 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.

A Master of Science degree builds on a foundation of baccalaureate nursing education and integrates nursing theory, research and knowledge from other disciplines. Students, through scholarly activities, acquire the necessary knowledge, understanding and values that lay the groundwork for advanced humanistic nursing practice. It is the integration of theory and practice, grounded in ethical decision-making that distinguishes humanistic practice. Graduate education assists students to perceive new relationships among variables that affect professional nursing in an evolving healthcare system.

The faculty believes that graduate education provides an opportunity for professional nurses to develop advanced competencies in nursing therapeutics, in areas of clinical concentration and role function, congruent with an expanding theoretical knowledge and authority base. Master’s education prepares nurses to manage care in complex situations and meet intensified health care demands. The faculty recognizes the importance of collaboration among health care professionals and the uniqueness of nursing’s contribution.

Nursing Master’s Program

Statement of Purpose

The purpose of the Graduate Program in Nursing at Molloy College is to prepare nurses as leaders for advanced roles within an increasingly complex healthcare environment. The program is designed to foster personal and professional growth, translate advanced knowledge into practice and provide a foundation for doctoral study. Through the Humanistic Nursing Framework, the graduate program reflects the uniqueness of Molloy’s Judeo-Christian traditions, contributing to the goal of educating nurses for excellence in caring, scholarship, and collaboration.
Characteristics of the Molloy College Master’s Prepared Nurse

- Demonstrates and transmits a belief in the inherent worth and dignity of all individuals through role modeling professional nursing.
- Demonstrates advanced competencies and ethical decision-making.
- Assumes responsibility and accountability for advanced professional practice in an increasingly complex healthcare environment.
- Assumes a leadership role based on theory, research and expert practice.
- Designs and implements research.
- Advocates for an environment of health in a global society.

General information about graduate students is found at the beginning of the graduate section of the Catalog.

Bridge Program for RN’s with a Non-Nursing Baccalaureate Degree

Alternative Admission Pathway to Master’s Program

This is an alternative admission pathway to a master’s degree program for registered nurses with a non-nursing baccalaureate degree. NUR 471, a “Bridge” course designed to provide learning opportunities that reflect baccalaureate program outcomes, prepares this population of nurses for the graduate nursing program. Upon completion of the “Bridge” course with a minimum grade of “B” and by meeting the following criteria, the applicant is eligible for matriculation into the graduate program.

The following Master’s program admission criteria apply:

- Registered Nurse from an accredited associate degree college.
- Non-nursing baccalaureate degree from an accredited college/university.
- Current malpractice insurance.
- "Bridge" course (NUR 471) (minimum grade of “B”).
- Undergraduate GPA of 3.0 on a 4.0 scale.
- Current New York State Registered Nurse license registration certificate.
- Three years of recent clinical nursing experience.
- Three letters of recommendation that attest to clinical competency.
- A personal interview.
- Undergraduate statistics.
- Undergraduate (nursing) research.
- A completed application.

The course description for NUR 471 Theoretical Transition to Professional Nursing is in the Graduate Nursing Course Descriptions.

Admission to Master’s Nursing Program

Requirements: Requirements for matriculation and admission into the Master of Science Program in Nursing include:

- Bachelor’s degree in nursing from a professionally accredited program. (Applicants from non-accredited programs may be considered for admission on an individual basis.)
- Undergraduate GPA 3.0 on a 4.0 scale or an overall undergraduate GPA
- Current New York State license registration certificate.
- One year of clinical nursing experience is required prior to specialization courses. Nurse Practitioner applicants are required to have a minimum of one year of recent clinical experience.
- A personal interview.
- A completed application.
- A current curriculum vitae.

*Applicants who do not have an undergraduate GPA of 3.0 and show promise may be admitted with provisional academic status. These students must receive a minimum grade of B in the first 6 credits taken in the graduate program. Upon completion of these six (6) credits, the student’s records will be reviewed. At this time the student will be accepted as matriculated or asked to withdraw from the program.

Progression: Requirements for progression through the Master of Science Program in Nursing include:

- Undergraduate research as a prerequisite to NUR 5550.
- Evidence of a basic physical assessment course or its equivalent (C.E.) as a prerequisite to NUR 5720.
- Health and professional requirements as determined by the Nursing Program (see Pre-Clinical/ Practicum Requirements).
- Evidence of an undergraduate statistics course within past 5 years or its equivalent (C.E.) as a prerequisite to MAT 5500.

Maintenance of Academic Standards: The quality point index requirement is 3.0. If the GPA falls below 3.0 it must be raised to 3.0 by the end of the following semester. Students who fail to raise their GPA to 3.0 will be withdrawn from the program.

Repeating Courses: A course in which the student receives a grade below “B-” must be repeated once. The option to repeat a course may not be used more than twice (Two Different Courses).

Withdrawing: Students may withdraw from the same nursing course no more than one time. The student must then complete the course and earn a grade when retaking.

Pass/Fail Option: In selected graduate courses in the curriculum, the student may be offered the option of taking the course on a Pass/Fail basis. Notification for this option must be made in writing to the Office of the Registrar by the dates indicated in the Academic Calendar for each semester. Forms are available in the Office of the Registrar. Once approved, the request for Pass/Fail stands and the student may not petition for a change to a letter grade. Pass/ Fail
options are limited to one (1) three-credit course. Note: “P” grade is equivalent to a “B–” in Graduate Clinical courses.

**Procedures for Admission:** All students seeking admission to the Master’s Program in Nursing must complete a graduate program application form with a non-refundable application fee. Checks should be made payable to Molloy College. Prospective students must submit official transcripts from the institution that conferred their Baccalaureate Degree in Nursing. After all information has been received and reviewed, an interview with the Associate Dean and Program Director will be arranged for qualifying applicants.

Application for the Fall semester should be submitted by April 1st. Spring semester applications should be submitted by November 1st. Prospective students who miss the application deadline dates may be considered on an individual basis.

**Matriculated Status:** Students are matriculated if they have met the requirements of admission, have been accepted into the Graduate Nursing Program and are seeking to fulfill all the requirements of the Master’s degree.

**Non-matriculated Status:** Students whose admission process is incomplete but are earning credits for the specific prerequisite or required graduate courses for the degree; or students who wish to take graduate courses without pursuing a degree. Such students must have the permission of the Associate Dean and Director of the Graduate Program. Should a non-matriculated student decide to work toward a degree, he or she must follow the regular admissions process. Non-matriculated students should be aware that no more than six (6) credits completed as a non-matriculated student may be used to fulfill requirements for a degree, and that non-matriculated status can be maintained for a maximum period of two years.

**Provisional Academic Status:** Students who have been accepted into the M.S. program, but have not fully met the Graduate Admissions criteria may register for courses and must receive a grade of “B” in the first six (6) credits taken. Re-evaluation for continued matriculated status will follow completion of these courses. Failure to achieve a grade of “B” or better in the first six (6) credits taken will result in dismissal from the program.

**Nursing Master’s Program**

The mission of graduate study is to provide the opportunity for the attainment of advanced theoretical knowledge and its application in a selected area of nursing practice. The Molloy College program combines academic, clinical and research activities which enable the student to develop the knowledge and skills necessary to practice at a high level of expertise—a distinguishing feature of graduate education.

The Master’s program in Nursing has received accreditation from the Commission on Collegiate Nursing Education (CCNE) for a 10 year period through September 2019.

There are eight programs in the Master of Science Degree Program in Nursing. Students choose from Nurse Practitioner tracks in: Adult-Gerontology; Pediatrics; Family; Family Psychiatric Mental Health; CNS: Adult-Gerontology Health; Nursing Education; Nursing Administration with Informatics; or Dual Degree MS Nursing Administration with Informatics/MBA Healthcare Administration. The number of credits required for graduation ranges from 42–61.

The core courses, germane to the philosophy of the program, provide the foundation for the Humanistic Professional Nursing curriculum. These courses consist of 12 credits and are required for all master’s students. Research is a critical seven credit component of the program and is required of all master’s students. These courses provide the link between theory, education and practice, as well as the knowledge and skills necessary for computer-assisted research. All core requirements and advance practice core courses must be completed prior to starting specialty track courses. (ETH 5050, NUR 5050, NUR 5100, NUR 5150, MAT 5500 and NUR 5550 must be completed before registering for NUR 5240, NUR 5730 or NUR 5720.)

The core courses, germane to the philosophy of the program, provide the foundation for the Humanistic Professional Nursing curriculum. These courses consist of 12 credits and are required for all master’s students. Research is a critical seven credit component of the program and is required of all master’s students. These courses provide the link between theory, education and practice, as well as the knowledge and skills necessary for computer-assisted research. All core requirements and advance practice core courses must be completed prior to starting specialty track courses. (ETH 5050, NUR 5050, NUR 5100, NUR 5150, MAT 5500 and NUR 5550 must be completed before registering for NUR 5240, NUR 5730 or NUR 5720.)

The nurse practitioner programs are designed to prepare advanced practice nurses in the primary care of the adult, pediatric or family client. The curriculum assists students in the development of the skills necessary to foster high levels of client health through the practice of promotion, prevention and self-care. Educational experiences include the assessment of physical and mental health (NPP) conditions, diagnosis of illnesses and the performance of therapeutic and corrective measures.

Nurse practitioner students fulfill their clinical concentration with 15 or 18 credits in areas of their specialty and their nurse practitioner role function includes eleven credits of advanced practice core courses. Graduates are eligible for certification in New York State, which grants prescriptive privileges. Graduates are also eligible to take the certification examinations offered by the American Nurses’ Credentialing Center (a subsidiary of the American Nurses’ Association), the National Certification Board of Pediatric Nurse Practitioners and Nurses and the American Academy of Nurse Practitioners.

**Nursing Master’s Pre-Clinical/Practicum Requirements**

Prior to entry into a clinical or practicum course, students are required to have the following on file in the Graduate Office:

- Current New York State license registration certificate.
- Malpractice insurance appropriate to your program (Registered Nurse or Nurse Practitioner) with coverage of $1,000,000 per claim/ $3,000,000 aggregate.
- Basic Life Support (BLS) Certification
- Evidence of Infection Control Training.
- A completed School of Nursing Physical Form, the flu vaccine and required immunizations. Required as per School of Nursing calendar.
- A drug screen may be required by clinical agencies.

No student will be permitted in Clinical/Practicum settings without completing their Pre-Clinical/Practicum Requirements by the required due date. A fee of $50.00 will be charged to process materials after the due date.

**The submission schedule due dates are as follows:**

- Summer Terms: April 15th
- Fall Semester: July 15th
- Spring Semester: December 1st

Nurse practitioner students fulfill their clinical concentration with 15 or 18 credits in areas of their specialty and their nurse practitioner role function includes eleven credits of advanced practice core courses. Graduates are eligible for certification in New York State, which grants prescriptive privileges. Graduates are also eligible to take the certification examinations offered by the American Nurses’ Credentialing Center (a subsidiary of the American Nurses’ Association), the National Certification Board of Pediatric Nurse Practitioners and Nurses and the American Academy of Nurse Practitioners.
Clinical Nurse Specialist, Administration with Informatics and Education tracks fulfill their specialty clinical concentration and role function with 12–26 credits in courses that provide foundation for each of these advanced study areas. All core requirements (ETH 5050, MAT 5500, NUR 5050, NUR 5100, NUR 5150, NUR 5550) must be completed prior to starting specialty courses. The specialty area courses are planned to develop the student’s expertise and expand opportunities for the graduate to meet career goals. The total number of credits required for graduation ranges from 42–48. Graduates are eligible to take the certification examinations offered by The American Nurses’ Credentialing Center and The National League of Nursing.

Curriculum for Master’s Nursing Programs

The Master’s Program entitled “Humanistic Nursing Practice in an Evolving Health Care System” has eight programs which include: Nursing Education; Nursing Administration with Informatics; Graduate Dual Degree MS Nursing Administration with Informatics/MBA Healthcare Administration; CNS: Adult-Gerontology Health; Adult-Gerontology Primary Care Nurse Practitioner; Pediatric Nurse Practitioner - Primary Care; Family Psychiatric Mental Health Nurse Practitioner; and Family Nurse Practitioner - Primary Care. The Adult, Pediatric, Family and Psychiatry Nurse Practitioner Programs are comprised of four component groups: the core, research core, the advanced practice core and the nurse practitioner specialty area. The CNS: Adult-Gerontology Health student is prepared through classroom and clinical activities to provide comprehensive care to individuals with health problems in a particular area. Research, education, collaboration, coordination and referral are roles for the Clinical Nurse Specialist.

The Nurse Educator program provides the skills necessary to teach in a formal academic setting, in a patient education situation or in a staff development role.

The Nurse Administration and Informatics program is focused on the skills needed by the nurse administrator and manager. Nursing Administration, in combination with informatics and business concepts, provides a strong foundation in the current and evolving healthcare environment. Graduates who fulfill the required credits and clinical hours are eligible to take the American Nurses’ Credentialing Center certification exam for Nurse Informatics.

The Graduate Dual Degree MS Nursing Administration with Informatics/MBA Healthcare Administration degrees are a synthesis of the MS in Nursing Administration with Informatics degree and the MBA in Healthcare Administration or Healthcare Management degree. Upon completion of the MS in Nursing Administration and Informatics (43 credits), students have the opportunity to be admitted to the Business Division in the MBA Healthcare Administration or Healthcare Management and will complete an additional 18 credits (6 courses) to earn a second degree - the MBA in Healthcare Administration or Healthcare Management program. The Graduate Dual Degree MS Nursing Administration with Informatics/MBA Healthcare Administration degrees provide students with advanced knowledge necessary for nurse managers and executives to meet the complex demands of management and leadership roles in health facilities and related organizations.
Programs of Study for Master’s Degree Nursing Programs

Nursing Education, Administration or Clinical Practice Areas M.S. Programs

NURSING EDUCATION - M.S.
New York State Registered Program Code: 22182
New York State Registered Program Code: 22186 (Dual BS/MS)
New York State Registered Program Code: 22187 (Dual RN-BS/MS)
HEGIS Code: 1203.10 {Nursing-R.N. Required for Admission}
Molloy Program of Study Code: MNNE
Molloy Program of Study Code: MDNE (Dual BS/MS)
Molloy Program of Study Code: MRNE (Dual RN-BS/MS)

Core Courses (12 credits required):
- ETH 5050 Advanced Medical Ethics 3
- NUR 5050 Advanced Nursing Theory 3
- NUR 5100 Current Issues in Professional Nursing 3
- NUR 5150 Organizational Theory 3

Research Core Courses (7 credits required):
- MAT 5500 Statistical Analysis with Computers 3
- NUR 5550 Research Method and Design 4

All Core Courses must be completed before progressing to Advanced Practice Core Courses.

Advanced Practice Core Courses (7 credits required):
- NUR 5190 Pathophysiological Basis in Pharmacology for Nurse Educators 4
- NUR 5724 NE Advanced Physical Assessment for Nurse Educators 2
- NUR 5890 Specialty Practicum for Nurse Educators 1

NE Program Courses (20 credits required):
- NUR 5280 Informatics for Nurse Educators 3
- NUR 5290 Health Issues with a Global View 2
- NUR 5300 Curriculum Development 3
- NUR 5310 Measurement and Evaluation 3
- NUR 5320 Practicum in Nursing Education (90 clinical hours) 3
- NUR 5700 Higher Education in America 3

Total Credits Required: 46

NURSING ADMINISTRATION WITH INFORMATICS - M.S.
New York State Registered Program Code: 22183
New York State Registered Program Code: 22188 (Dual BS/MS)
New York State Registered Program Code: 22189 (Dual RN-BS/MS)
HEGIS Code: 1203.10 {Nursing-R.N. Required for Admission}
Molloy Program of Study Code: MNNAI
Molloy Program of Study Code: MDNAI (Dual BS/MS)
Molloy Program of Study Code: MRNAI (Dual RN-BS/MS)

Core Courses (12 credits required):
- ETH 5050 Advanced Medical Ethics 3
- NUR 5050 Advanced Nursing Theory 3
- NUR 5100 Current Issues in Professional Nursing 3
- NUR 5150 Organizational Theory 3

Research Core Courses (7 credits required):
- MAT 5500 Statistical Analysis with Computers 3
- NUR 5550 Research Method and Design 4

All Core Courses must be completed before progressing to Advanced Practice Core Courses.

NAI Program Courses (24 credits required):
- NUR 5400 Administration I 3
- NUR 5410 Administration II 3
- NUR 5420 Practicum in Nursing Administration (90 clinical hours) 3
- NUR 5430 Nursing Informatics I 3
- NUR 5440 Nursing Informatics II 3
- NUR 5450 Nursing Informatics III (100 experiential hours) 3
- NUR 5460 Human Resource Management 3
- NUR 5480 Nursing Informatics IV (100 experiential hours) 3

Total Credits Required: 43

DUAL GRADUATE DEGREE NURSING ADMINISTRATION WITH INFORMATICS - M.S./HEALTHCARE ADMINISTRATION - M.B.A.
New York State Registered Program Code: 36421
HEGIS Code: 1203.12 {Nursing (Baccalaureate and Higher) -Advanced Certificate}
- HEGIS Code: 1202.00 {Hospital and Healthcare Administration}
Molloy Program of Study Code: MNNAD
Molloy Program of Study Code: MBHCD
Core Courses (12 credits required):  
ETH 5050  Advanced Medical Ethics  3  
NUR 5050  Advanced Nursing Theory  3  
NUR 5100  Current Issues in Professional Nursing  3  
NUR 5150  Organizational Theory  3  

Research Core Courses (7 credits required):  
MAT 5500  Statistical Analysis with Computers  3  
NUR 5550  Research Method and Design  4  

All Core Courses must be completed before progressing to Advanced Practice Core Courses.

NAI Program Courses (24 credits required):  
NUR 5400  Administration I  3  
NUR 5410  Administration II  3  
NUR 5420  Practicum in Nursing Administration (90 clinical hours)  3  
NUR 5430  Nursing Informatics I  3  
NUR 5440  Nursing Informatics II  3  
NUR 5450  Nursing Informatics III (100 experiential hours)  3  
NUR 5460  Human Resource Management  3  
NUR 5480  Nursing Informatics IV (100 experiential hours)  3  

Total Credits Required:  43

After completion of the Nursing Administration with Informatics courses, the additional MBA Healthcare Management course requirements are taken.

Healthcare Management Program Courses (18 credits required):  
BUS 5540  Accounting for Healthcare Professionals  3  
BUS 5550  Healthcare Marketing  3  
BUS 5560  Economic Evaluations in Healthcare  3  
BUS 5570  Healthcare Finance  3  
BUS 5580  Healthcare Organization and Delivery  3  
BUS 5920  Healthcare Capstone/Strategy  3  

Total Credits Required:  18

CLINICAL NURSE SPECIALIST: ADULT-GERONTOLGY HEALTH - M.S.
New York State Registered Program Code: 22181  
New York State Registered Program Code: 22184 (Dual BS/MS)  
New York State Registered Program Code: 22185 (Dual RN-BS/MS)

Core Courses (12 credits required):  
ETH 5050  Advanced Medical Ethics  3  
NUR 5050  Advanced Nursing Theory  3  
NUR 5100  Current Issues in Professional Nursing  3  
NUR 5150  Organizational Theory  3  

Research Core Courses (7 credits required):  
MAT 5500  Statistical Analysis with Computers  3  
NUR 5550  Research Method and Design  4  

All Core Courses must be completed before progressing to Advanced Practice Core Courses.

Advanced Practice Core Courses (11 credits required):  
NUR 5240  Advanced Pathophysiology  3  
NUR 5380  Role of the Clinical Nurse Specialist  2  
NUR 5721  AGNP/CNS Advanced Physical Assessment  3  
NUR 5730  Pharmacotherapeutics  3  

CNS Program Courses (12 credits required):  
NUR 5330  CNS:Foundations/Decision-making (125 clinical hours)  3  
NUR 5340  CNS: Adult-Gerontology Health Practice I (125 clinical hours)  2  
NUR 5350  CNS: Adult-Gerontology Health Practice II (125 clinical hours)  2  
NUR 5360  CNS: Adult-Gerontology Health Practice III (125 clinical hours)  2  

Electives  3  

Total Credits Required:  42

Nurse Practitioner Clinical Specialty Areas M.S. Programs

The Nurse Practitioner Clinical Specialty courses focusing on Adult, Pediatric, Family and Psychiatry are structured to enable students to assess physical and mental health conditions, diagnose illnesses, to perform therapeutic measures and to foster high levels of health through promotion, prevention and self-care.

Note: Students will be evaluated for clinical competencies
after completing their minimum number of clinical hours (580) for Adult, Pediatrics and Psychiatry, and (715) for Family. Additional practicum hours may be required. Practicum: Primary Care IV (NUR 5970) will fill this need (credits and clinical hours vary according to individual need.)

ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER - M.S.

New York State Registered Program Code: 19421
New York State Registered Program Code: 21419 (Dual BS/MS)
New York State Registered Program Code: 20708 (Dual RN-BS/MS)
HEGIS Code: 1203.10 (Nursing-R.N. Required for Admission)
Molloy Program of Study Code: MNAGP (prior MNANP)
Molloy Program of Study Code: MDAGP (prior MDANP) (Dual BS/MS)
Molloy Program of Study Code: MRAGP (prior MRANP) (Dual RN-BS/MS)

Core Courses (12 credits required):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ETH 5050</td>
<td>Advanced Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5050</td>
<td>Advanced Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5100</td>
<td>Current Issues in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5150</td>
<td>Organizational Theory</td>
<td>3</td>
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Research Core Courses (7 credits required):

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAT 5500</td>
<td>Statistical Analysis with Computers</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5550</td>
<td>Research Method and Design</td>
<td>4</td>
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</tbody>
</table>

All Core Courses must be completed before progressing to Advanced Practice Core Courses.

Advanced Practice Core Courses (11 credits required):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR 5240</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5721</td>
<td>AGNP/CNS Advanced Physical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5730</td>
<td>Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5830</td>
<td>Role of Nurse Practitioner in Primary Care</td>
<td>2</td>
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</table>

AGNP Program Courses (15 credits required):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR 5760</td>
<td>AGNP: Diagnostic Reasoning (90 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5871</td>
<td>AGNP: Diagnoses and Therapeutics I</td>
<td>2</td>
</tr>
<tr>
<td>NUR 5872</td>
<td>AGNP: Diagnoses and Therapeutics II</td>
<td>2</td>
</tr>
<tr>
<td>NUR 5873</td>
<td>AGNP: Diagnoses and Therapeutics III</td>
<td>2</td>
</tr>
<tr>
<td>NUR 5570</td>
<td>AGNP: Practicum in Primary Care I (155 clinical hours)</td>
<td>2</td>
</tr>
<tr>
<td>NUR 5580</td>
<td>AGNP: Practicum in Primary Care II (155 clinical hours)</td>
<td>2</td>
</tr>
</tbody>
</table>

FAMILY NURSE PRACTITIONER - PRIMARY CARE - M.S.

New York State Registered Program Code: 20830
New York State Registered Program Code: 21418 (Dual BS/MS)
New York State Registered Program Code: 20839 (Dual RN-BS/MS)
HEGIS Code: 1203.10 (Nursing-R.N. Required for Admission)
Molloy Program of Study Code: MNFNC (prior MNFNP)
Molloy Program of Study Code: MDFNC (prior MDFNP) (Dual BS/MS)
Molloy Program of Study Code: MRFNC (prior MRFNP) (Dual RN-BS/MS)

Core Courses (12 credits required):

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ETH 5050</td>
<td>Advanced Medical Ethics</td>
<td>3</td>
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<tr>
<td>NUR 5050</td>
<td>Advanced Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5100</td>
<td>Current Issues in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5150</td>
<td>Organizational Theory</td>
<td>3</td>
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</tbody>
</table>

Research Core Courses (7 credits required):

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 5500</td>
<td>Statistical Analysis with Computers</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5550</td>
<td>Research Method and Design</td>
<td>4</td>
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</table>

All Core Courses must be completed before progressing to Advanced Practice Core Courses.

Advanced Practice Core Courses (11 credits required):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 5240</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5722</td>
<td>FNP/FPMHNP Advanced Physical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5730</td>
<td>Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5830</td>
<td>Role of Nurse Practitioner in Primary Care</td>
<td>2</td>
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</table>

FNP Program Courses (18 credits required):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR 5780</td>
<td>FNP: Diagnostic Reasoning (90 Clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5810</td>
<td>FNP: Diagnoses and Therapeutics I</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5820</td>
<td>FNP: Diagnoses and Therapeutics II</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5860</td>
<td>FNP: Diagnoses and Therapeutics III</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5620</td>
<td>FNP: Practicum in Primary Care I (200 clinical hours)</td>
<td>2</td>
</tr>
<tr>
<td>NUR 5630</td>
<td>FNP: Practicum in Primary Care II (200 clinical hours)</td>
<td>2</td>
</tr>
<tr>
<td>NUR 5640</td>
<td>FNP: Practicum in Primary Care III (200 clinical hours)</td>
<td>2</td>
</tr>
</tbody>
</table>
*NUR 5970 Practicum: Primary Care IV  
(Required for advanced placement students as advised)  
1-2

**Total Credits Required:** 48

*Note: NUR 5970 Practicum” Primary Care IV serves as an opportunity for students in any track to obtain additional clinical hours - required for advanced placement NP students in the FNP program.

**FAMILY PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER - M.S.**
New York State Registered Program Code: 20841  
New York State Registered Program Code: 21417 (Dual BS/MS)  
New York State Registered Program Code: 20838 (Dual RN-BS/MS)  
HEGIS Code: 1203.10 (Nursing-R.N. Required for Admission)  
Molloy Program of Study Code: MNFPP (prior MNNPP)  
Molloy Program of Study Code: MDFPP (prior MDNPP) (Dual BS/MS)  
Molloy Program of Study Code: MRFPP (prior MRNPP) (Dual RN-BS/MS)

<table>
<thead>
<tr>
<th>Core Courses (12 credits required):</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>MAT 5500 Statistical Analysis with Computers</td>
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<tr>
<td>NUR 5930 FPMHNPP: Diagnoses and Therapeutics I</td>
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<tr>
<td>NUR 5940 FPMHNPP: Diagnoses and Therapeutics II</td>
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<tr>
<td>NUR 5510 FPMHNPP: Practicum in Primary Care I (165 clinical hours)</td>
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| NUR 5520 FPMHNPP: Practicum in Primary Care II (165 clinical hours) | 2 |
| NUR 5530 FPMHNPP: Practicum in Primary Care III (165 clinical hours) | 2 |

**Total Credits Required:** 45

**PEDIATRIC NURSE PRACTITIONER - PRIMARY CARE - M.S.**
New York State Registered Program Code: 19420  
New York State Registered Program Code: 21416 (Dual BS/MS)  
New York State Registered Program Code: 20710 (Dual RN - BS/MS)  
HEGIS Code: 1203.10 (Nursing-R.N. Required for Admission)  
Molloy Program of Study Code: MNPNP (prior MNPNP)  
Molloy Program of Study Code: MDPNP (prior MDPNP) (Dual BS/MS)  
Molloy Program of Study Code: MRPNP (prior MRPNP) (Dual RN-BS/MS)

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<tr>
<td>NUR 5670 PNP: Practicum in Primary Care II (155 clinical hours)</td>
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</table>
The purpose of the formal Post-Graduate Advanced Certificate Programs is to provide advanced study for registered nurses without completing a second master’s of science degree in nursing. As with all Molloy College School of Nursing Programs, the Post Master's Advanced Certificate Programs were developed to meet both the career goals of nurses and society’s needs.

Overview of Post-Master’s Nursing

Post-Master’s Programs are offered in: Nursing Administration with Informatics, Nursing Administration, Nursing Informatics, Nursing Education, CNS: Adult-Gerontology Health, Nurse Practitioner areas of Adult, Pediatrics, Family and Psychiatry.

Advanced Certificate programs are meant for those master’s degree prepared nurses who seek to advance their knowledge and skill in various areas of education, administration or clinical practice. The Nurse Practitioner and Clinical Nurse Specialist Advanced Certificate Programs are designed to prepare the advanced practitioner in primary care (NP) or a clinical specialty area (CNS). The education and administration programs prepare those seeking to expand their role in these areas.

Consideration is given to the learner as an adult. As such, students assume self-direction and identify their specific learning needs. Instructional methods demonstrate individualized learning and collaboration between students, faculty and mentors or preceptors.

Nursing Education, Nursing Administration, Nurse Informatics, Nursing Administration with Informatics and Clinical Nurse Specialist: Adult-Gerontology Health

The primary focus of the Nursing Education Advanced Certificate Program is humanistic teaching/learning as it applies to nursing education in baccalaureate or associate degree programs as well as in-service, continuing education or community health programs. The Nursing Administration Advanced Certificate Program has as its focus, humanistic management of human resources in a variety of health care settings requiring nursing services. The theory/field experience (practica) courses provide for the testing of role theories, the exploration of role expectations and experience in the selected role.

The CNS student is prepared through classroom and clinical activities to provide comprehensive care to individuals with health problems in a particular area. Research, education, collaboration, coordination, consultation and referral are roles for the Clinical
Nurse Specialist.

The Nurse Educator program provides the skills necessary to teach in a formal academic setting, in a patient education situation or in a staff development role.

The Nurse Administration and Informatics program is focused on the skills needed by the nurse administrator and manager. Nursing Administration in combination with informatics and business concepts provide a strong foundation in the current and evolving health care environment.

The Nurse Informatics program is an advanced course of study designed for nurses who have a master's degree in nursing. This curriculum focuses on theory and skills required to succeed as an informatics nurse specialist in a variety of healthcare environments that incorporate Telehealth practice/health information systems. Students participate in relevant clinical practice with a health or nursing information technology expert. Seminars will provide theoretical content and discussions of the current issues and trends in informatics focusing on applications of health information systems related to patient care, strategic planning in management and tactical planning for Telehealth practice.

Adult-Gerontology Primary Care Nurse Practitioner, Pediatric Nurse Practitioner-Primary Care, Family Psychiatric Mental Health Nurse Practitioner and Family Nurse Practitioner-Primary Care

The AGNP, PNP, FPMHNP and FNP Advanced Certificate Programs are designed to provide students with the knowledge, skills and abilities for advanced humanistic practice in primary care. Educational experiences in the classroom, Nurse Practitioner Clinical College Learning Laboratories and the clinical practica prepare students in the assessment of physical and mental health conditions, diagnosis of illnesses and the performance of therapeutics and corrective measures within a specialization. The focus on advanced practice roles is to foster high levels of health through promotion, prevention and self-care. These programs may be attended full or part-time, include 26 credits (29 for FNP) and a minimum of 600 clinical hours for AGNP, PNP and FPMHNP areas and 735 clinical hours for the FNP concentration. Certified AGNP, PNP or Women's Health Practitioners may seek advanced standing to the FNP or other NP programs. A minimum of six (6) credits and 300 clinical hours are required to be taken at Molloy. Each applicant will be evaluated and a program of study determined by the Associate Dean and Graduate Program Director and the coordinator of the relevant program. Certified Nurse Practitioners who choose to advance their practice by preparing in another Nurse Practitioner specialty area may seek advanced standing. Each applicant must meet admission criteria and provide documentation of master's level academic work that meets Molloy standards and that applies to the defined program course work. Graduates are eligible for certification as a nurse practitioner in New York State, which grants prescriptive privileges. Graduates are also eligible to take the certification examinations offered by the American Nurses’ Credentialing Center (a subsidiary of American Nurses’ Association), the National Certification Board of Pediatric Nurse Practitioners and Nurses and the American Academy of Nurse Practitioners.

Admission to Post Master’s Advanced Certificate Programs

Requirements for admission to the Post-Master’s Advanced Certificate Programs include:

• Master's Degree in nursing from a professionally accredited program. (Applicants from non-accredited programs may be considered for admission on an individual basis.)
• Graduate GPA 3.0 on a 4.0 scale.
• Current New York State license registration certificate.
• One year recent clinical experience in specialty area.
• Three letters of reference that attest to clinical competency.
• A personal interview.
• Evidence of the successful completion of a basic physical assessment course or its C.E. equivalent as a prerequisite to NUR 5721-5724.
• Health and professional requirements as determined by the nursing program. (See Pre-Clinical/Practicum Requirements.)
• A completed application.
• Students must take and pass a Basic Physical Assessment Competency Exam prior to beginning Advanced Physical Assessment (NUR 5721-5724).
• A current curriculum vitae.

Clinical Nurse Specialist: Adult-Gerontology Health - ADV. CERT.

New York State Registered Program Code: 22190
HEGIS Code: 1203.12 [Nursing-Supplemental Clinical]
Molloy Program of Study Code: PMCAG (prior PMCN)

<table>
<thead>
<tr>
<th>CNS Program Courses (23 credits required):</th>
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<tbody>
<tr>
<td>NUR 5240 Advanced Pathophysiology</td>
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<tr>
<td>NUR 5721 AGNP/CNS Advanced Physical Assessment (45 Clinical/college lab hours)</td>
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</table>
NUR 5730 Pharmacotherapeutics 3
NUR 5330 CNS: Foundations and Decision-making (125 clinical hours) 3
NUR 5340 CNS: Adult-Gerontology Health Practice I (125 clinical hours) 2
NUR 5350 CNS: Adult-Gerontology Health Practice II (125 clinical hours) 2
NUR 5360 CNS: Adult-Gerontology Health Practice III (125 clinical hours) 2
NUR 5380 Role of the Clinical Nurse Specialist 3
Elective 3
Total Credits Required: 23

Nurse Informatics - ADV. CERT.
New York State Registered Program Code: 27860
HEGIS Code: 1203.12 {Nursing-Supplemental Clinical}
Molloy Program of Study Code: PMNI

NI Program Courses (15 credits required): Credits
NUR 5430 Nursing Informatics I 3
NUR 5440 Nursing Informatics II 3
NUR 5450 Nursing Informatics III (100 clinical hours) 3
NUR 5480 Nursing Informatics IV (100 clinical hours) 3
NUR 5460 Human Resource Management 3
Total Credits Required: 15

Nursing Administration - ADV. CERT.
New York State Registered Program Code: 22191
HEGIS Code: 1203.12 {Nursing-Supplemental Clinical}
Molloy Program of Study Code: PMNA

NA Program Courses (27 credits required): Credits
NUR 5150 Organizational Theory 3
NUR 5400 Administration I 3
NUR 5410 Administration II 3
NUR 5420 Practicum in Nursing Administration (100 clinical hours) 3
NUR 5430 Nursing Informatics I 3
NUR 5440 Nursing Informatics II 3
NUR 5450 Nursing Informatics III (100 clinical hours) 3
NUR 5460 Human Resource Management 3
NUR 5480 Nursing Informatics IV (100 clinical hours) 3
Total Credits Required: 27

Nursing Administration with Informatics - ADV. CERT.
New York State Registered Program Code: 22191
HEGIS Code: 1203.12 {Nursing-Supplemental Clinical}
Molloy Program of Study Code: PMNAI

NAI Program Courses (27 credits required): Credits
NUR 5150 Organizational Theory 3
NUR 5400 Administration I 3
NUR 5410 Administration II 3
NUR 5420 Practicum in Nursing Administration (90 clinical hours) 3
NUR 5430 Nursing Informatics I 3
NUR 5440 Nursing Informatics II 3
NUR 5450 Nursing Informatics III (100 clinical hours) 3
NUR 5460 Human Resource Management 3
NUR 5480 Nursing Informatics IV (100 clinical hours) 3
Total Credits Required: 27

Nursing Education - ADV. CERT.
New York State Registered Program Code: 19035
HEGIS Code: 1203.12 {Nursing-Supplemental Clinical}
Molloy Program of Study Code: PMNE

NE Program Courses (23 credits required): Credits
NUR 5190 Pathophysiological Basis in Pharmacology for Nurse Educators 4
NUR 5280 Informatics for Nurse Educators 3
NUR 5290 Health Issues with a Global View 2
NUR 5300 Curriculum Development 3
NUR 5310 Measurement and Evaluation 3
NUR 5320 Practicum in Nursing Education (90 clinical hours) 3
NUR 5700 Higher Education in America 3
NUR 5710 Creative Strategies for Teaching Nursing 3
NUR 5724 NE Advanced Physical Assessment for Nurse Educators 2
NUR 5890 Specialty Practicum for Nurse Educators 1
Total Credits Required: 27
## Adult-Gerontology Primary Care Nurse Practitioner - ADV. CERT.

New York State Registered Program Code: 19422  
HEGIS Code: 1203.12 (Nursing-Supplemental Clinical)  
Molloy Program of Study Code: PMAGP (prior PMANP)

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<tr>
<td>NUR 5830 Role of NP in Primary Care</td>
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### ANP Program Courses (15 credits required): (Includes 580 clinical hours)

| NUR 5760 AGNP: Diagnostic Reasoning (90 clinical hours) | 3       |
| NUR 5871 AGNP: Diagnoses and Therapeutics I             | 2       |
| NUR 5872 AGNP: Diagnoses and Therapeutics II            | 2       |
| NUR 5873 AGNP: Diagnoses and Therapeutics III           | 2       |

| NUR 5570 AGNP: Practicum in Primary Care I (155 clinical hours) | 2       |
| NUR 5580 AGNP: Practicum in Primary Care II (155 clinical hours) | 2       |
| NUR 5590 AGNP: Practicum in Primary Care III (155 clinical hours) | 2       |

**Total Credits Required:** 26

*Note: NUR 5970 Practicum IV serves as an opportunity for students in any track to obtain additional clinical hours - required for advanced placement NP students in the FNP program.

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## Family Nurse Practitioner-Primary Care - ADV. CERT.

New York State Registered Program Code: 20837  
HEGIS Code: 1203.12 (Nursing-Supplemental Clinical)  
Molloy Program of Study Code: PMFNC (former PMFNP)

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### FNP Program Courses (18 credits required): (Includes 715 clinical hours)

| NUR 5780 FNP: Diagnostic Reasoning (90 clinical hours) | 3       |
| NUR 5810 FNP: Diagnoses and Therapeutics I             | 3       |
| NUR 5820 FNP: Diagnoses and Therapeutics II            | 3       |
| NUR 5860 FNP: Diagnoses and Therapeutics III           | 3       |
| NUR 5620 FNP: Practicum in Primary Care I (200 clinical hours) | 2       |
| NUR 5630 FNP: Practicum in Primary Care II (200 clinical hours) | 2       |
| NUR 5640 FNP: Practicum in Primary Care III (200 clinical hours) | 2       |

| *NUR 5970 Practicum: Primary Care IV Required for advanced placement students as advised | 1-2 (credits vary) |

**Total Credits Required:** 29

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## Family Psychiatric Mental Health Nurse Practitioner - ADV. CERT.

New York State Registered Program Code: 20836  
HEGIS Code: 1203.12 (Nursing-Supplemental Clinical)  
Molloy Program of Study Code: PMFPP (prior PMNPP)

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### FPMHNP Program Courses (15 credits required): (Includes 580 clinical hours)

| NUR 5920 FPMHNP: Theoretical Foundations (60 clinical hours) | 3       |
| NUR 5930 FPMHNP: Diagnoses and Therapeutics I             | 3       |
| NUR 5940 FPMHNP: Diagnoses and Therapeutics II            | 3       |
| NUR 5510 FPMHNP: Practicum in Primary Care I (165 clinical hours) | 2       |
### Pediatric Nurse Practitioner - Primary Care - ADV. CERT.

New York State Registered Program Code: 19423  
HEGIS Code: 1203.12 [Nursing-Supplemental Clinical]  
Molloy Program of Study Code: PMPNC (former PMPNP)

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Total Credits Required: 26
NURSING MASTER’S AND POST MASTER’S COURSE DESCRIPTIONS

NOTE: Course Prerequisite—A preliminary requirement that must be met before a course may be taken. Course Corequisite—Two or more classes required simultaneously or before a course may be taken.

BRIDGE PROGRAM COURSE DESCRIPTION:
NUR 471 is not a graduate-level course (Below the 500-level)

NUR 471 THEORETICAL TRANSITION TO PROFESSIONAL NURSING
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

ETH 5050 ADVANCED MEDICAL ETHICS
(formerly ETH 505, PHI 505 and THE 505)
This course will focus on the study of general philosophical and/or theological theories, principles and applications in the field of medical ethics. (Offered Fall, Spring, Summer) 3 credits

MAT 5500 STATISTICAL ANALYSIS WITH COMPUTERS
(formerly MAT 550)
This course will provide the foundation for statistical research by developing the technical and interpretive skills necessary. This course offers: Statistical models; data analysis; estimation; tests of hypotheses; analysis of variance; covariance and multiple comparisons; regression and non-parametric methods. Computer use will be integral in this course. (Course requires additional independent time in computer lab.) Prerequisite: Evidence of an undergraduate statistics course within the past 5 years or its equivalent CEU. (Offered Fall, Spring, Summer) 37 1/2 hours per semester: 3 credits

NUR 5050 ADVANCED NURSING THEORY
(formerly NUR 505)
This course explores the nature of nursing’s conceptual models and theories. Students are expected to interpret the view of current theorists in relation to the concepts of the Molloy Humanistic Nursing Framework. Emphasis is placed on comparing and contrasting recognized theories and their application to professional practice. (Offered Fall, Spring, Summer) 30 lecture hours per semester: 3 credits

NUR 5100 CURRENT ISSUES IN PROFESSIONAL NURSING
(formerly NUR 510)
This course provides for the critical analysis of professional nursing as influenced by social, cultural, political, economic, legal and educational trends. Emphasis will be placed on nursing’s mandate to hold in high esteem the uniqueness and dignity of all humanity. Consideration is given to ethical decision-making as it relates to social policy. Incorporated in the course will be debate and persuasive argumentation based on critical thinking. (Offered Fall, Spring) 30 lecture hours per semester: 3 credits

NUR 5150 ORGANIZATIONAL THEORY
(formerly NUR 515)
This course focuses on the exploration of current research findings in organizational theories. Students examine behaviors in organizations, with a particular focus on organizational design and structure, organizational culture and climate, theories of motivation, groups, leadership, power and conflict and change and organizational innovation. Students apply theories to actual situations in nursing education and nursing management through the use of case study analysis. (Offered Fall, Spring) 30 lecture hours per semester: 3 credits

NUR 5190 PATHOPHYSIOLOGICAL BASIS IN PHARMACOLOGY FOR NURSE EDUCATORS
(formerly NUR 519)
This course focuses on systems approach to major body dysfunctions from the perspective of the pathologic mechanisms which give rise to the disorder and the pharmacologic therapies utilized for these disorders. Course content serves to prepare the nurse educator to guide students to formulate clinical assessments and make decisions about the appropriateness of the therapy specific to system dysfunctions. Major selected disorders will be addressed at a systems level along with the appropriate directed drug classifications indicated for the selected disorders. The course will address the manifestations of selected disorders along with the indications, contraindications and prototypes of a variety of drug classifications. The course will assist the nurse educator to familiarize students with drug safety and efficacy and the nursing implications involved. (Offered Fall) Seminar: 4 credits

NUR 5240 ADVANCED PATHOPHYSIOLOGY
(formerly NUR 524)
This course focuses on physiologic and pathologic mechanisms of disease that serve as a component of the foundation for clinical assessment, decision-making and management. The student is prepared to relate this information toward interpreting changes in normal function that result in symptoms indicative of illness, and in assessing an individual’s response to pharmacologic and other management approaches. Prerequisites - All Core Courses: ETH 5050, MAT 5500, NUR 5050, 5100, 5150 and 5550. Corequisite: NUR 5730. (Offered Fall, Spring, Summer) 45 lecture hours per semester: 3 credits

NUR 5280 INFORMATICS FOR NURSE EDUCATORS
(formerly NUR 528)
This course focuses on foundational concepts and skills for
computer-based nursing education such as the application of computerized student information systems and educational software used in diverse educational venues including interactive learning resources, clinical simulation, virtual instruction modalities, synchronous and asynchronous communication, distance learning, research and collaboration. (Offered Fall) 45 lecture hours per semester: 3 credits

NUR 5290 HEALTH ISSUES WITH A GLOBAL VIEW
(formerly NUR 529)
This course focuses the nurse educator student on current health care issues in a world health/global environment. The healthcare needs and illness prevention strategies for a changing population are addressed in light of social, political, environmental and economic conditions. Students are expected to apply information technology to explore global health issues. (Offered Spring) 30 lecture hours per semester: 2 credits

NUR 5300 CURRICULUM DEVELOPMENT
(formerly NUR 530)
This course focuses on the application of theoretical concepts as related to curriculum development. The influence of issues and trends on curriculum design will be explored. Students develop a simulated nursing curriculum. External evaluation and ethical considerations of curriculum development will be discussed. (Offered Fall) 30 lecture hours per semester: 3 credits

NUR 5310 MEASUREMENT AND EVALUATION
(formerly NUR 531)
This course deals with methods of educational measurement and evaluation. Content includes: Application of measurement and numbers, qualities of a good measurement instrument, test construction, score interpretation, summative and formative evaluation and standardized tests. Emphasis is on the relationship between measurement and educational decision-making. (Offered Spring) 30 lecture hours per semester: 3 credits

NUR 5320 PRACTICUM IN NURSING EDUCATION
(formerly NUR 532; formerly Practicum in Education)
This course provides the opportunity to investigate various theories of teaching, learning and evaluation with a view to the development of effective strategies for the teaching and evaluation of students. These principles will be applied through guided practice in classroom and clinical settings. Students will utilize the computer as a modality for teaching and learning. Practica will be individualized for each student. Seminars will be arranged for students to share their experiences and to use group problem solving. Prerequisites: NUR 5300, NUR 5310, NUR 5710. (Offered Fall, Spring) Fee—$459.00. 15 lecture hours and 90 practicum hours per semester: 3 credits

NUR 5330 CNS: FOUNDATIONS AND DECISION MAKING
(formerly NUR 533)
This course introduces the student to the principles of advanced problem solving. The course explores the general concepts of diagnostic reasoning, therapeutic modalities and the collaborative role of the clinical nurse specialist in medical surgical nursing. Emphasis is placed on the identification of nursing needs of clients and the subsequent planning, consultation, collaboration, education, referral and coordination of resources that might be necessary in a clinical setting. (Offered alternating years as needed) Fee—$459.00. 15 lecture hours and 125 clinical hours per semester: 3 credits

NUR 5340 CNS: ADULT-GERONTOLOGY HEALTH PRACTICE I
(formerly NUR 534)
This course focuses on the therapeutic management of client health problems through application of theory to research-based practice. Emphasis is placed on diagnosis, consultation, collaboration, referral, education and coordination. The student is expected to utilize advanced practice skills to attain and maintain high levels of nursing performance for self and other members of the nursing staff. Students focus their study, under supervision of a master’s prepared nurse, on cardiovascular, oncology, neurological or other specialty diagnosis area through research, discussion and selection of clinical site experiences. (Pass/Fail Practicum) Prerequisites: NUR 5330. Fee—$459.00. Seminar and 125 clinical hours per semester: 2 credits

Note: NP and CNS students will be required to demonstrate competency in Physical Assessment prior to starting each clinical practicum.

NUR 5350 CNS: ADULT-GERONTOLOGY HEALTH PRACTICE II
(formerly NUR 535)
This course continues to develop the student’s specialty focus and provides opportunity to explore the quality care and management issues that apply in various settings. A master’s prepared preceptor serves to guide the student’s learning. (Pass/Fail Practicum) Prerequisites: NUR 5330, 5340. Fee—$459.00. Seminar and 125 clinical hours per semester: 2 credits

Note: NP and CNS students will be required to demonstrate competency in Physical Assessment prior to starting each clinical practicum.

NUR 5360 CNS: ADULT-GERONTOLOGY HEALTH PRACTICE III
(formerly NUR 536)
This course assists the student to explore managed care issues within the chosen specialty area focus, as well as identify potential areas for research and education. The student expands skills in direct and indirect care activities for individuals and families and serves as educator and resource for staff. (Pass/ Fail Practicum) Prerequisites: NUR 5340, 5350. Fee—$459.00. Seminar and 125 clinical hours per semester: 2 credits

Note: NP and CNS students will be required to demonstrate competency in Physical Assessment prior to starting each clinical practicum.

NUR 5380 ROLE OF THE CLINICAL NURSE SPECIALIST
(formerly NUR 538)
This course provides students with the opportunity to study and analyze strategies and skills needed to engage in the advanced practice Clinical Nurse Specialist role. Historical development of advanced practice nursing and of the Clinical Nurse Specialist
role and sub roles will be discussed in terms of other nursing roles (staff nurse, nurse manager, nurse educator, NP, case manager, clinical nurse leader). Emphasis will be placed on understanding how to anticipate problems and successfully negotiate this leadership role in an interdisciplinary work environment. Elements of internal and external consultation strategies will be discussed as well as change theory relevant for the Clinical Nurse Specialist role. Professional organization, which support and regulate advanced practice roles will be discussed, as well as certification and advanced practice-licensing issues. 30 lecture hours per semester: 2 Credits

NUR 5400 ADMINISTRATION I
(formerly NUR 540)
The course is designed to explore and examine those administrative skills required in responding to today's complex health care environment. Concepts of health services leadership/management organizational design and redesign, strategic alliances, innovation and change and performance will be presented. The material will be discussed in light of personal and philosophical development. (Offered Fall) 30 lecture hours per semester: 3 credits

NUR 5410 ADMINISTRATION II
(formerly NUR 541)
The course is designed to explore the administrative skills required in responding to challenges presented in today's complex healthcare environment. Organizational development, motivation, conflict management, power and politics and coordination and communication will be discussed. Material will be presented in light of personal and philosophical development. (Offered Spring) 30 lecture hours per semester: 3 credits

NUR 5420 PRACTICUM IN NURSING ADMINISTRATION
(formerly NUR 542)
This course focuses on the process of nursing administration through observation and participation in selected healthcare settings. Classroom seminars are utilized to assist and support each student in the process of professional development. Clarification of theoretical and empirical practices will be addressed. Practica will be individualized for each student. Seminars will be arranged for group sharing, problem solving and on-going evaluation. Prerequisites: NUR 5400 and 5410. (Offered Summer) Fee-$459.00. 15 lecture hours and 90 practicum hours per semester: 3 credits

NUR 5430 NURSING INFORMATICS I
(formerly NUR 543)
This course facilitates development of a growing awareness of and proficiency with concepts relevant to nursing and healthcare informatics and the application of computerized information systems in a variety of venues including, but not exclusive to, patient care environments, care mapping, research, interactive learning resources, communication, distance learning and collaboration and networking. (Offered Fall and Spring) 45 lecture hours per semester: 3 credits

Note: Students must have computer access and on-line capability; distance learning modalities will be included in all informatics courses.

NUR 5440 NURSING INFORMATICS II
(formerly NUR 544)
This course facilitates understanding of systemic approaches to the organization of information, including knowledge schemas, index languages and a systems approach to design, implementation and analysis of information systems. Prerequisite: NUR 5430. (Offered Fall and Spring) 45 lecture hours per semester: 3 credits

Note: Students must have computer access and on-line capability; distance learning modalities will be included in all informatics courses.

NUR 5450 NURSING INFORMATICS III
(formerly NUR 545)
This course facilitates the application of nursing and information systems theory to practice environments. Students participate in relevant clinical practice with a health or nursing information technology expert. Seminar will provide theoretical content and discussion of current issues and trends in informatics. Prerequisites: NUR 5430, 5440 (Offered Fall and Spring). Fee–$459.00. 15 Seminar hours and 100 experiential hours per semester: 3 credits

Note: Students must have computer access and on-line capability; distance learning modalities will be included in all informatics courses.

NUR 5460 HUMAN RESOURCE MANAGEMENT
(formerly NUR/BUS 546)
This course assists the student to manage human resources more effectively by improving ability to analyze and plan. The focus is on the development of systems that support basic business objectives as well as foster good working relations between employees and management. Legal and regulatory issues as well as strategic management, negotiation strategies and leadership are topics included for development. (Offered Spring) 45 lecture hours per semester: 3 credits

NUR 5480 NURSING INFORMATICS IV
(formerly NUR 548)
This course facilitates the synthesis of prior learning and application of nursing and clinical informatics to practice environments. Students participate in relevant clinical practice with a health or nursing information technology expert. Seminar will provide theoretical content and discussions of the current issues and trends in informatics focusing on applications of health information systems related to patient care, strategic planning in management and tactical planning for Telehealth. Prerequisites: NUR 5430, NUR 5440, NUR 5450. (Offered Fall and Spring) Fee–$459.00. 15 Seminar hours and 100 experiential hours per semester: 3 credits

Note: Students must have computer access and on-line capability; distance learning modalities will be included in all informatics courses.

NUR 5510 FPMHNP: PRACTICUM IN PRIMARY CARE I
(formerly NUR 551, NUR 595)
This clinical course provides the advanced practice student with the opportunity to collaborate with a Nurse Practitioner
or Physician (psychiatry) preceptor. Students participate in performing diagnostic evaluations, identifying treatment modalities and in other aspects of collaborative and independent practice. Primary psychiatric care will be provided to clients in a variety of settings. Activities are designed to develop the role of the advanced practice psychiatric nurse in meeting the acute and chronic mental and behavioral health needs of individuals. The Molloy Humanistic Framework will focus on health promotion, health restoration and rehabilitation. (Pass/Fail Practicum) Prerequisite: NUR 5920; Corequisite: NUR 5930. (Offered Fall and Summer) Fee—$459.00; Seminar and 165 clinical hours/semester: 2 credits

NUR 5520 FPMHNP: PRACTICUM IN PRIMARY CARE II
(formerly NUR 552, NUR 596)
This clinical course provides the advanced practice student with the opportunity to collaborate with a Nurse Practitioner or Physician (psychiatry) preceptor. Students participate in performing diagnostic evaluations, identifying treatment modalities and in other aspects of collaborative and independent practice. Primary psychiatric care will be provided to clients in a variety of settings. Clinical practice activities are designed to further develop the role of the advanced practice psychiatric nurse in meeting the acute and chronic mental and behavioral health needs of individuals. The Molloy Humanistic Framework will focus on health promotion, health restoration and rehabilitation. (Pass/Fail Practicum) Prerequisites: NUR 5510 NUR 5920 and 5930; Corequisites: NUR 5940. (Offered Fall and Spring) Fee—$459.00; Seminar and 165 clinical hours/semester: 2 credits

NUR 5530 FPMHNP: PRACTICUM IN PRIMARY CARE III
(formerly NUR 553, NUR 598)
This culminating course will provide students the opportunity to further expand their role as an advanced practice nurse in psychiatry. Students, in preceptored situations with a FPMHNP or Psychiatrist, may choose a specialty area such as: adult, adolescent, geriatric, dual diagnosis and chemically dependent populations. Clinical practice may include the role of primary provider, consultation/liaison, case manager and multidisciplinary treatment member. The Molloy College Humanistic Framework will focus on health promotion, health restoration and rehabilitation. (Pass/Fail Practicum) Prerequisites: NUR 551, 552 and 593; Corequisite: 594 (Offered Spring and Summer). Fee—$459.00; Seminar and 165 clinical hours/semester: 2 credits

NUR 5550 RESEARCH METHOD AND DESIGN
(formerly NUR 555)
This course focuses on the research process and addresses both quantitative and qualitative research methods. The course includes review and critical analysis of design, and collection, analysis and interpretation of data. Emphasis is on the professional as producer and consumer of research. Students may use the computer to store and retrieve information. The culminating experience of the course will be the development of a research proposal. Prerequisites: An undergraduate research course and MAT 5500. (Offered Fall, Spring, Summer) 45 lecture hours per semester: 4 credits

NUR 5570 AGNP: PRACTICUM IN PRIMARY CARE I
(formerly NUR 557, NUR 581)
This clinical course provides students with the opportunity to collaborate with an Adult-Gerontology Nurse Practitioner or Physician preceptor. Students participate in focused comprehensive physical assessments, treatment protocols and collaborative practice. Primary care will be provided to clients in a variety of settings. Students are expected to participate within the guidelines of the preceptor’s protocols. Clinical practice activities are designed to develop advanced practice competencies. (Pass/Fail Practicum) Prerequisite: NUR 5760; Corequisite: NUR 5871. (Offered Fall) Fee—$459.00. Seminar and 155 clinical hours/semester: 2 credits

Note: NP and CNS students will be required to demonstrate competency in Physical Assessment prior to starting each clinical practicum.

NUR 5580 AGNP: PRACTICUM IN PRIMARY CARE II
(formerly NUR 558, NUR 582)
Students are required to select an area of concentration in primary care practice. Preceptored experiences focus on the assessment, diagnostic work-up and development of treatment plans within the collaborative agreements of the Adult-Gerontology Nurse Practitioner. Clinical practice activities are designed to further develop advanced competencies. (Pass/Fail Practicum) Prerequisites: NUR 5570, 5760; Corequisite: NUR 5872. (Offered Spring) Fee—$459.00. Seminar and 155 clinical hours/semester: 2 credits

Note: NP and CNS students will be required to demonstrate competency in Physical Assessment prior to starting each clinical practicum.

NUR 5590 AGNP: PRACTICUM IN PRIMARY CARE III
(formerly NUR 559)
This clinical course focuses on the comprehensive role of the Adult-Gerontology Nurse Practitioner. Students, in preceptored situations with ANPs or Physicians, provide case management services to coordinate care and meet multiple client healthcare needs. Emphasis is placed on the multidimensional role of the Adult-Gerontology Nurse Practitioner. Clinical practice activities are designed to further develop advanced level competencies in the provision of care, advocacy, teaching, consulting, case management, research, leadership and change agent in the community health care setting. (Pass/Fail Practicum) Prerequisite: NUR 5580. Corequisite: NUR 5873 (Offered Summer). Fee—$459.00; Seminar and 155 clinical hours/semester: 2 credits

Note: NP and CNS students will be required to demonstrate competency in Physical Assessment prior to starting each clinical practicum.

NUR 5600 THESIS ADVISEMENT (OPTIONAL)
(formerly NUR 560)
This course is designed for students who elect to initiate a research proposal culminating in a Master’s Thesis that is the intellectual product of NUR 5610. Thesis advisement provides faculty guidance during the proposal implementation and preparation of the thesis. The student has the opportunity to
choose a graduate faculty member to serve as an advisor. A thesis advisement fee is assigned each semester until the thesis is completed. Grading is Pass/Fail. Fee—One (1) credit hour equivalent. 0 credits

NUR 5610 THESIS (OPTIONAL)
(formerly NUR 561)
The thesis that was initiated and prepared in NUR 560 will be presented in complete form and evaluated by a Thesis Approval Committee of the School of Nursing. Successfully defended thesis will be submitted in both electronic and bound copy format and filed in the James Edward Tobin Library. 3 credits

NUR 5620 FNP: PRACTICUM IN PRIMARY CARE I
(formerly NUR 562, NUR 590)
This clinical course provides students with the opportunity to collaborate with a Nurse Practitioner or Physician preceptor. Students have the opportunity to practice in women’s health, pediatric, geriatric or family settings. Students provide primary care to individuals/families in various settings, utilizing appropriate assessment, diagnostic and therapeutic techniques. Emphasis is placed on the role of the Family Nurse Practitioner-Primary Care in health promotion, health maintenance, anticipatory guidance and disease prevention in the ambulatory/community primary care setting. Assessment and management of acute self-limiting conditions, selected crisis situations and common chronic problems throughout the life cycle will be presented. Clinical practice activities are designed to further develop advanced level direct care competencies. (Pass/Fail Practicum) Prerequisite: NUR 5780; Corequisite: NUR 5810. (Offered Spring and Summer) Fee—$459.00. Seminar and 200 clinical hours/semester: 2 credits

Note: NP and CNS students will be required to demonstrate competency in Physical Assessment prior to starting each clinical practicum.

NUR 5630 FNP: PRACTICUM IN PRIMARY CARE II
(formerly NUR 563, NUR 591)
This clinical course provides students with the opportunity to collaborate with a Nurse Practitioner or Physician preceptor. Students have the opportunity to practice in women’s health, pediatric, geriatric and/or family settings. Students provide primary care to individuals/families in various settings, utilizing appropriate assessment, diagnostic and therapeutic techniques. Emphasis is placed on the role of the Family Nurse Practitioner-Primary Care in health promotion, health maintenance, anticipatory guidance and disease prevention in the ambulatory/community primary care setting. Assessment and management of acute self-limiting conditions, selected crisis situations and common chronic problems throughout the life cycle will be presented. Clinical practice activities are designed to further develop advanced level direct care competencies. (Pass/Fail Practicum) Prerequisite: NUR 5620. Corequisite: NUR 5820. (Offered Fall and Summer) Fee—$459.00. Seminar and 200 clinical hours/semester: 2 credits

Note: NP and CNS students will be required to demonstrate competency in Physical Assessment prior to starting each clinical practicum.
NUR 5640 FNP: PRACTICUM IN PRIMARY CARE III
(formerly NUR 564)
This clinical course focuses on the comprehensive role of the Family Nurse Practitioner-Primary Care. Students, in preceptored situations with a NP or physician, provide case management services to coordinate care and meet multiple client health care needs. Emphasis is placed on the multidimensional role of the Family Nurse Practitioner-Primary Care. Clinical practice activities are designed to further develop advanced level competencies in the provision of care, advocacy, teaching, consulting and counseling, case management, research, leadership and change agent in the community health care setting. (Pass/Fail Practicum) Prerequisite: NUR 5630. Corequisite: NUR 5860 (Offered Fall and Spring). Fee—$459.00. Seminar and 200 clinical hours/semester: 2 credits

Note: NP and CNS students will be required to demonstrate competency in Physical Assessment prior to starting each clinical practicum.

NUR 5660 PNP: PRACTICUM IN PRIMARY CARE I
(formerly NUR 566, NUR 587)
Under the preceptorship of a Pediatric Nurse Practitioner or a Pediatrician, the student provides primary care to pediatric clients utilizing appropriate assessment, diagnostic and therapeutic techniques. Emphasis is placed on the role of the Pediatric Nurse Practitioner-Primary Care in health promotion, health maintenance, anticipatory guidance and disease prevention in primary health care settings. Assessment and management of children with common acute and chronic diseases will be emphasized. Clinical practice activities are designed to develop advanced level direct care competencies. (Pass/Fail Practicum). Prerequisite: NUR 5770; Corequisite: NUR 5840. (Offered Fall) Fee—$459.00. Seminar and 155 clinical hours/semester: 2 credits

Note: NP and CNS students will be required to demonstrate competency in Physical Assessment prior to starting each clinical practicum.

NUR 5670 PNP: PRACTICUM IN PRIMARY CARE II
(formerly NUR 567, NUR 588)
Under the preceptorship of a Pediatric Nurse Practitioner or Pediatrician, the student provides primary care to pediatric patients utilizing appropriate assessment, diagnostic and therapeutic techniques. Emphasis is placed on the role of the Pediatric Nurse Practitioner-Primary Care in health promotion, health maintenance and disease prevention in primary health care settings. This course encourages the student to choose a specialty area of practice with the permission of the instructor. Clinical practice activities are designed to further develop advanced level direct care competencies. (Pass/Fail Practicum). Prerequisite: NUR 5660; Corequisite: NUR 5850 (Offered Spring). Fee—$459.00. Seminar and 155 clinical hours/ semester: 2 credits

Note: NP and CNS students will be required to demonstrate competency in Physical Assessment prior to starting each clinical practicum.

NUR 5680 PNP: PRACTICUM IN PRIMARY CARE III
(formerly NUR 568)
This clinical course focuses on the comprehensive role of the Pediatric Nurse Practitioner-Primary Care. Students, in preceptored situations with PNPs or Pediatricians, provide case management services to coordinate care and meet multiple client health care needs. Emphasis is placed on the multidimensional role of the Pediatric Nurse Practitioner-Primary Care. Clinical practice activities are designed to further develop advanced level competencies in the provision of care, advocacy, teaching, consulting and counseling, case management, research, leadership and change agent. (Pass/Fail Practicum) Prerequisite: NUR 5670. (Offered Summer) Fee—$459.00. Seminar and 155 clinical hours/semester: 2 credits

Note: NP and CNS students will be required to demonstrate competency in Physical Assessment prior to starting each clinical practicum.

NUR 5700 HIGHER EDUCATION IN AMERICA
(formerly NUR 570)
This course focuses on the development and the present status of colleges in the United States. Issues related to structure and governance, administration, students, faculty, curriculum and teaching are explored. Financial implications and the need for outcome criteria will be discussed. (Offered Fall) 30 lecture hours per semester: 3 credits

NUR 5710 CREATIVE STRATEGIES FOR TEACHING NURSING
(formerly NUR 571)
This is a three credit course focusing on the development of a repertoire of creative methodologies for teaching in an undergraduate nursing program. Emphasis is placed on implementation of methods to foster a spirit of inquiry in the adult learner, as classroom and clinical teaching strategies are presented and evaluated. Specific content areas include the application of teaching-learning theory, the use of technology and the arts in teaching and current research in nursing education. (Offered Spring) 30 lecture hours per semester: 3 credits

NUR 5721 AGNP/CNS ADVANCED PHYSICAL ASSESSMENT
(formerly NUR 572A)
For Adult-Gerontology Nurse Practitioner-Primary Care and Clinical Nurse Specialist: Adult-Gerontology Health tracks, this course provides a systematic approach to the skills necessary for primary practice. Assessment skills include physical examination for pediatric, geriatric and adult clients with specific reference to women's health issues. Emphasis is placed on the writing of the history and physical. A supervised clinical field experience is required in which students acquire initial skills in assessment, decision-making and management of care. Prerequisite: Evidence of the satisfactory completion of a basic physical assessment course or its C.E. equivalent, and students must take and pass a Basic Physical Assessment Competency Exam offered in previous semester; all Core Courses and prerequisites of NUR 5240, 5730. (Offered Fall, Spring) Fee—$459.00. 30 lecture hours and 45 clinical/college laboratory hours per semester: 3 credits
NUR 5722 FNP/FPMHNAP ADVANCED PHYSICAL ASSESSMENT  
(formerly NUR 572B)  
For Family Nurse Practitioner-Primary Care and Family Psychiatric Mental Health Nurse Practitioner tracks, this course provides a systematic approach to the skills necessary for primary practice. Assessment skills include physical examination for pediatric, geriatric and adult clients with specific reference to women’s health issues. Emphasis is placed on the writing of the history and physical. A supervised clinical field experience is required in which students acquire initial skills in assessment, decision-making and management of care. Prerequisite: Evidence of the satisfactory completion of a basic physical assessment course or its C.E. equivalent, and students must take and pass a Basic Physical Assessment Competency Exam offered in previous semester; all Core Courses and prerequisites of NUR 524, 573. (Offered Fall, Spring) Fee—$459.00. 30 lecture hours and 45 clinical/college laboratory hours per semester: 3 credits

NUR 5723 PNP ADVANCED PHYSICAL ASSESSMENT  
(formerly NUR 572C)  
For Pediatric Nurse Practitioners-Primary Care, this course provides a systematic approach to the skills necessary for primary practice. Assessment skills include physical examination for pediatric, geriatric and adult clients with specific reference to women’s health issues. Emphasis is placed on the writing of the history and physical. A supervised clinical field experience is required in which students acquire initial skills in assessment, decision-making and management of care. Prerequisite: Evidence of the satisfactory completion of a basic physical assessment course or its C.E. equivalent, and students must take and pass a Basic Physical Assessment Competency Exam offered in previous semester; all Core Courses and prerequisites of NUR 5240, 5730. (Offered Spring) Fee—$459.00. 30 lecture hours and 45 clinical/college laboratory hours per semester: 3 credits

NUR 5724 NE ADVANCED PHYSICAL ASSESSMENT FOR NURSE EDUCATORS  
(formerly NUR 572D)  
This course focuses the nurse educator on teaching students to create an individualized patient data base that includes a comprehensive health history and physical examination for patients across the life span. This course includes: demonstrating competency in comprehensive history taking, physical assessment and diagnostics conclusions; demonstrating ability to teach basic physical assessment to beginning students utilizing various teaching settings and methodologies. This course will be taught in the classroom and laboratory setting where students will have the opportunity to apply what has been learned. Pre-requisites: the student must have successfully complete a basic physical assessment course; the student must pass the physical assessment exam; NUR 5190. Corequisite: NUR 5890. (Offered Spring) Fee—$459.00. 30 lecture/lab hours per semester: 2 credits  
Note: This course must be taken as part of the Specialty Practicum for Nurse Educators course. The student will earn a grade in both courses ONLY upon successful completion of this specialty clinical practicum.

NUR 5725 FNP/FPMHNAP ADVANCED PHYSICAL ASSESSMENT: PEDIATRICS FOCUS  
(formerly NUR 572E)  
For Family Nurse Practitioner- Primary Care or Family Psychiatric Mental Health Nurse Practitioner students who are changing tracks from Adult-Gerontology Nurse Practitioner - Primary Care and have taken NUR 572A, this course will focus on pediatrics and provide a systematic approach to the skills necessary for primary practice. Assessment skills include physical examination for pediatric clients with emphasis on completing an accurate history and physical. A supervised clinical field experience is required in which students acquire initial skills in assessment, decision-making and management of care. Prerequisite: NUR 5721. No Fee. 6 lecture hours and 6 clinical/college laboratory hours per semester: 1 credit

NUR 5730 PHARMACOTHERAPEUTICS  
(formerly NUR 573)  
This course provides an in-depth, systematic approach to the study of pharmacodynamics and pharmacokinetics of drug therapy for common health problems in acute and chronic care. Clinical application focuses on therapeutic outcomes, adverse reactions and interactions across the life span. Instruction in drug management and teaching as an advanced practice modality is emphasized. This course includes three clock hours of instruction in New York State and Federal laws and regulations related to prescription writing and record keeping. Pre-/Corequisite: NUR 5240. (Offered Fall, Spring, Summer) 45 lecture hours per semester: 3 credits

NUR 5760 AGNP: DIAGNOSTIC REASONING  
(formerly NUR 576)  
The student is introduced to the principles of advanced clinical problem solving. The course explores the general concepts of diagnostic reasoning, therapeutic modalities and the collaborative role of the Adult-Gerontology Nurse Practitioner-Primary Care. Emphasis is placed on the work-up of case-studies, diagnostic statements and professional presentation of human responses to actual and potential health problems. Prerequisites: NUR 5240, 5721 and 5730. (Offered Spring, Summer) Fee—$459.00. 15 lecture hours and 90 clinical hours per semester: 3 credits

NUR 5770 PNP: DIAGNOSTIC REASONING  
(formerly NUR 577)  
The student is introduced to the principles of advanced clinical problem solving. The focus of this course is the exploration of the general concepts of diagnostic reasoning, therapeutic modalities and to refine assessment skills related to principles of growth and development. Through the analysis of case-studies, students will become acclimated to the role of the Pediatric Nurse Practitioner-Primary Care in case-presentation. Prerequisites: NUR 5240, 5723 and 5730. (Offered alternate years/as needed.) Fee—$459.00. 15 lecture hours and 90 clinical hours per semester: 3 credits

NUR 5780 FNP: DIAGNOSTIC REASONING  
(formerly NUR 578)  
The student is introduced to the principles of advanced clinical
problem solving. This course explores the general concepts of diagnostic reasoning, therapeutic modalities and the role of the Family Nurse Practitioner-Primary Care. Emphasis is placed on a family systems approach as the theoretical basis for primary care throughout the life cycle. Prerequisites: NUR 5240, 5722/5725 and 5730. (Offered Fall, Spring) Fee—$459.00. 15 lecture hours and 90 clinical hours per semester: 3 credits

NUR 5810 FNP: DIAGNOSES AND THERAPEUTICS I
(formerly NUR 581)
This course focuses on the primary healthcare across the lifespan. A general systems approach, grounded in advanced physiology, provides the framework for the assessment, diagnostic and therapeutic approaches. The role of the Family Nurse Practitioner-Primary Care in the care of the patients presenting with symptoms and conditions most frequently encountered in clinical practice is emphasized throughout the course. Specific pathologies and resulting interventions are discussed in detail. Integration of research into practice will be emphasized, as well as the advanced practice role within a changing socio-economic climate. (Offered Spring, Summer) Prerequisite: NUR 5780. Corequisite: NUR 5620. 45 lecture hours per semester: 3 credits

NUR 5820 FNP: DIAGNOSES AND THERAPEUTICS II
(formerly NUR 582)
This course focuses on the management of the care of individuals/families experiencing a selected alteration in health. Concepts and theories related to differential diagnosis, treatment modalities, referral, patient education and the role of the Family Nurse Practitioner-Primary Care are emphasized utilizing a general systems approach grounded in advanced physiology. Application of diagnostic reasoning focuses on health promotion, health restoration and rehabilitation through the lifespan. Application of diagnostic reasoning concentrates on health promotion, health restoration and rehabilitation in young adult populations. Prerequisites: NUR 581/5810, NUR 582/5820. Corequisite: NUR 5630. 45 lecture hours per semester: 3 credits

NUR 5830 ROLE OF NURSE PRACTITIONER IN PRIMARY CARE
(formerly NUR 583)
This course provides students with the opportunity to explore and analyze the role of the Nurse Practitioner in professional organizations which support the Nurse Practitioner role. Nurse Practitioner protocols and collaborative practice agreements will be discussed, analyzed and created. Case management and research principles will be introduced and strategies for incorporating these principles into practice will be reviewed. Legislative issues and healthcare policies impacting on the role of the Nurse Practitioner will be analyzed. (Offered Fall, Spring, Summer) 30 lecture hours: 2 credits

NUR 5840 PNP: DIAGNOSES AND THERAPEUTICS I
(formerly NUR 584)
This course focuses on the primary healthcare guidelines for the pediatric client from birth through adolescence. A general systems approach, grounded in advanced physiology, provides the framework for the assessment, diagnostic and therapeutic approaches. The role of the Pediatric Nurse Practitioner-Primary Care for specific pediatric conditions most frequently encountered in clinical practice is emphasized throughout the course. Specific pathologies and resulting interventions are discussed in detail. Integration of research into practice will be emphasized, as well as the advanced practice role within a changing socio-economic climate. Prerequisite: NUR 5770. Corequisite: NUR 5660. (Offered Fall) 45 lecture hours per semester: 3 credits

NUR 5850 PNP: DIAGNOSES AND THERAPEUTICS II
(formerly NUR 585)
This course focuses on the primary health care guidelines for the pediatric client. A systems approach, grounded in advanced physiology, provides the framework for the assessment, diagnostic and therapeutic approaches for both acute and chronic illnesses. Advanced concepts related to health promotion, health maintenance and disease prevention will be explored. Emphasis is placed on the disease processes most frequently encountered in the pediatric population. Prerequisite: NUR 5840. Corequisite: NUR 5670. (Offered Spring) 45 lecture hours per semester: 3 credits

NUR 5860 FNP: DIAGNOSES AND THERAPEUTICS III
(formerly NUR 586)
This course focuses on the collaborative management of the care of individual/families experiencing a selected alteration in health. Grounded in advanced physiology, the concepts related to differential diagnosis, treatment modalities, referral, patient education and the role of the family nurse practitioner are explored. The focus is on the physiological implications of evolving healthcare problems. Application of diagnostic reasoning concentrates on health promotion, health restoration and rehabilitation through the lifespan. Prerequisites: NUR 581/5810, NUR 582/5820. Corequisite: NUR 564/5640. 45 lecture hours per semester: 3 credits

NUR 5871 AGNP: DIAGNOSES AND THERAPEUTICS I
(formerly NUR 587A)
This course focuses on the collaborative management of the young adult patient experiencing an alteration in health. Grounded in advanced physiology, the concepts related to differential diagnosis, treatment modalities, referral, patient education and the role of the adult-gerontology nurse practitioner are explored. The focus is on the physiological implications of evolving health care problems. Application of diagnostic reasoning concentrates on health promotion, health restoration and rehabilitation in young adult populations. Prerequisite: NUR 5760. Corequisite: NUR 5570. (Offered Fall) 30 lecture hours per semester: 2 credits

NUR 5872 AGNP: DIAGNOSES AND THERAPEUTICS II
(formerly NUR 587B)
This course focuses on the collaborative management of the adult patient experiencing an alteration in health. Concepts and theories related to differential diagnosis, treatment modalities, referral and patient education are emphasized utilizing a general systems approach grounded in advanced pathology. Application of diagnostic reasoning focuses on health promotion, health restoration and rehabilitation geriatric populations. Prerequisite: NUR 5871. Corequisite: NUR 5580. (Offered Spring). 30 lecture hours per semester: 2 credits
NUR 5873 AGNP: DIAGNOSES AND THERAPEUTICS III  
(formerly NUR 587C)  
This course focuses on the collaborative management of the geriatric patient experiencing an alteration in health. Concepts and theories related to differential diagnosis, treatment modalities, referral and patient education are emphasized utilizing a general systems approach grounded in advanced pathology. Application of diagnostic reasoning focuses on health promotion, health restoration and rehabilitation geriatric populations. Prerequisite: NUR 5872. Corequisite: NUR 5590. (Offered Spring) 30 lecture hours per semester: 3 credits

NUR 5874 AGNP: ADULT NP TO ADULT-GERONTOLOGY NP COMPLETION COURSE  
(formerly NUR 587D)  
This course focuses on the collaborative management of the geriatric patient experiencing an alteration in health. Concepts and theories related to differential diagnosis, treatment modalities, referral and patient education are emphasized utilizing a general systems approach grounded in advanced pathology. Application of diagnostic reasoning focuses on health promotion, health restoration and rehabilitation geriatric populations. This course is for students who already have their master’s degrees to meet licensing requirements for the state. Prerequisite: Adult NP degree. 30 lecture hours and 100 clinical hours per semester: 3 credits

NUR 5890 SPECIALTY PRACTICUM FOR NURSE EDUCATORS  
(formerly NUR 589)  
This course focuses the nurse educator on demonstrating competence clinical competence in the student’s designated area of specialty within nursing practice. The student will demonstrate the ability to competently apply what has been learned in NUR 5190: Pathophysiological Basis in Pharmacology to clinical practice. This seminar and clinical practicum in the selected area of clinical specialty practice setting is where students will have the opportunity to apply what has been learned during the program. Prerequisite courses include NUR 5190: Pathophysiological Basis in Pharmacology as well as NUR 5724: NE Advanced Physical Assessment for Nurse Educators. (Pass/Fail Practicum.) Prerequisite: NUR 5190. Corequisite: NUR 5724. 6 hours and 30 hours of supervised clinical practicum: semester. (Offered Spring) Fee—$459.00. 1 credit

Note: This course must be taken as part of the Physical Assessment course. The student will earn a grade in both courses ONLY upon successful completion of this specialty clinical practicum.

NUR 5920 FPMHNP: THEORETICAL FOUNDATIONS  
(formerly NUR 592, NPP: Diagnostic Reasoning)  
This course focuses on mental health across the life span and on therapeutic use of self. Theories of personality development and neurobiological integration will be emphasized. Critical thinking will be applied to interviewing skills and mental status assessment. Students explore concepts of diagnostic reasoning, differential diagnosis and the role of the Family Psychiatric Mental Health Nurse Practitioner. Human responses to actual or potential health problems will incorporate the Molloy College Humanistic Nursing Framework to address the acute and chronic health needs of individuals. Prerequisites: NUR 5240, 5722, 5730. Fee—$459.00. (Offered Spring, Summer) 30 lecture hours and 60 clinical hours per semester: 3 credits

NUR 5930 FPMHNP: DIAGNOSES AND THERAPEUTICS I  
(formerly NUR 593)  
This course focuses on managing clients experiencing acute or chronic mental and behavioral health problems. Students will build upon prior courses and critically analyze patient care needs as a primary psychiatric provider. Differential diagnostic skills and modalities of individual therapy will be explored. Application of the Molloy Humanistic Nursing Framework will focus on health promotion, health restoration and rehabilitation. Prerequisite: NUR 5920. Corequisite: NUR 5510. (Offered Fall, Summer) 45 lecture hours per semester: 3 credits

NUR 5940 FPMHNP: DIAGNOSES AND THERAPEUTICS II  
(formerly NUR 594)  
This course focuses on managing clients experiencing acute or chronic mental and behavioral health problems. Management of individuals with chemical dependency needs will be incorporated. Students will build upon prior courses and critically analyze patient care needs as a primary psychiatric care provider. Various psychotherapeutic modalities will be explored including; group therapy, family therapy, psychotherapeutic education, consultation/ liaison and community interventions. Prerequisite: NUR 5930. Corequisite: NUR 5520. (Offered Fall, Spring) 45 lecture hours per semester: 3 credits

NUR 5970 PRACTICUM: PRIMARY CARE IV  
(Formerly offered as NUR 597, NUR 598)  
This course serves as an opportunity for students in any nurse practitioner track to obtain additional clinical hours. This practicum is required for advanced placement. Nurse Practitioner students seeking additional learning in a different clinical field. Varies based on program requirements. Prerequisites: NUR 5520, 5940. (Offered Spring) Fee—$459.00, clinical hours as determined. Credits and clinical hours vary according to need. Credits vary

Note: NP and CNS students will be required to demonstrate competency in Physical Assessment prior to starting each clinical practicum.

NUR 5991, 5992, 5993 INDEPENDENT STUDY  
(Formerly NUR 599A, 599B, 599C, 591, 599)  
Open to students to pursue an in-depth area of special interest. Directed readings, discussion and study of a problem under guidance of a member of the department teaching in the Graduate Program. Approval of instructor and Graduate Program Director required. 1, 2, 3 credits
Dear DNP Student,

Welcome to the Doctor of Nursing Practice (DNP) program at Molloy College. Congratulations on making the decision to advance your career by pursuing doctoral education. The DNP degree is an innovative degree which prepares expert advanced practice nurses to be leaders in meeting the healthcare needs of the 21st century. The Institute of Medicine (IOM), in its landmark publication “The Future of Nursing: Leading Change, Advancing Health” (2011), has called for an increase in doctoral prepared nurse leaders to address the needs of society and the growing aging population. The recent political and patient emphasis on quality, affordability and access, have challenged the health care system to improve patient outcomes, reduce costs, eliminate health disparities, prioritize prevention and improve access and utilization of health services.

Transforming healthcare, especially for vulnerable populations, recognizes the critical need for Advanced Practice Nurses to develop skills to design, evaluate and continuously improve the context within which care is delivered. Molloy DNP graduates, armed with the additional knowledge, skills and acumen to translate research into practice, will be the leaders in effecting change with the goal of improving patient outcomes.

The Molloy College DNP Program builds upon the five existing Advanced Practice Roles: Adult Gerontology Nurse Practitioner (AGNP) 45 credits, Family Nurse Practitioner (FNP) 48 credits, Pediatric Nurse Practitioner (PNP) 45 credits, Family Psychiatry Mental Health Nurse Practitioner (PMHNP) 45 credits and Adult Clinical Nurse Specialist (A-CNS) 45 credits. The DNP program component consists of nine (9) core courses (27 credits) and four (4) clinical residency courses (10 credits), which include 500 clinical immersion hours.

The DNP program will focus on health policy, population health, informatics, business practices, and clinical excellence as they pertain to improving quality healthcare.

Most sincerely,

Joan Ginty, DNP, APRN, ANP-BC
Associate Dean and Director
Doctor of Nursing Practice Program
Nursing - Doctor of Nursing Practice Program (DNP)

H329, The Barbara H. Hagan Center for Nursing
516.323.3739

Marcia R. Gardner, Ph.D., RN, CPNP, CPN, Dean of the Barbara H. Hagan School of Nursing and Professor of Nursing
Joan Ginty, DNP, APRN, ANP-BC, Associate Dean and Director, Doctor of Nursing Practice Program

Professors: Lois Moylan, Margaret Whelan

Associate Professors: Normadeane Armstrong, Elizabeth Cotter, Patricia Eckardt, Joan Ginty, Aliya Kuerban, Maureen Moulder, Denise Walsh

Assistant Professors: Mary McCormack, Ethel Simmons-Ulrich, Carole Zarcone

Note: The Barbara H. Hagan School of Nursing reserves the right to make necessary program alterations in response to changes in professional nursing practice and/or the healthcare delivery system. Students are responsible for meeting all program requirements.

Doctor of Nursing Practice Philosophy

The underlying beliefs of the Barbara H. Hagan School of Nursing are rooted in its humanistic framework. In keeping with this framework, Molloy College makes a unique contribution to the nursing profession through its doctoral programs. It is the role of the nurse to stand against the occurrence of dehumanization that may happen in healthcare settings. In an environment where there may be a devotion to technology and cost containment and where others may be less concerned with the patient as a human being, the Molloy DNP prepared advanced practice nurse will lead in translation of knowledge and development of evidence-based nursing interventions that demonstrate value and respect for populations vulnerable to illness and to the improvement of systems of health care delivery. Leadership by the Molloy College DNP prepared nurse will be directed to transforming systems of healthcare to improve health outcomes, quality of care and lower costs for the benefit of society. Humanistic nursing behavior, rooted in the principles of social justice, is a goal of the DNP program. A curriculum enriched by interprofessional and intraprofessional collaboration assists in achieving that goal.

Doctor of Nursing Practice Program Goals

The Doctor of Nursing Practice is a clinical practice-focused program in Nursing that prepares advanced practice nurses to design, implement, manage and evaluate healthcare delivery systems and patient populations based upon research utilization. The clinical-based DNP program represents a complementary alternative to the research-based PhD program at Molloy College. Emphasis is placed on practice inquiry and evidence-based translational research. Translational research bridges the gap between methods and knowledge identified in scientific research and clinical applications that will improve the overall population.

Consistent with national goals related to healthcare reform and the growing complexity in health care, a higher level of clinical competence is required beyond the initial preparation as an Advanced Practice Nurse for nurse leaders in complex health care settings. As clinicians and leaders, DNPs will integrate and apply knowledge in providing and directing evidence-based care. Previously generated research will be translated into practice thereby influencing access to healthcare, improving safety standards, and advocating on a local, regional, and national level for practical policy initiatives that will ultimately improve healthcare delivery systems and reduce the time from discovery to application. The DNP program focuses on health policy, population health, informatics, business practices and clinical excellence as they pertain to improving healthcare quality and clinical outcomes.

The practice doctorate prepares individuals at the highest level of practice and will be accepted as the terminal clinical practice degree. The program of study is congruent with the AACN Essentials of Doctoral Education for Advanced Nursing Practice and builds on the foundation of the advanced practice nurse’s knowledge and skills acquired upon completion of the graduate advanced practice degree.

Doctor of Nursing Practice Objectives

Graduates of the DNP program will be at the forefront in the transformation of health care to better serve the needs of patients, families, groups and communities in an increasingly complex, challenging and changing health care environment. Armed with the additional knowledge, skills and acumen to translate research to practice, they will be leaders in effecting change through evidence-based clinical practice.

The DNP program prepares graduates who are able to:

- Translate evidence-based nursing research into advanced practice nursing to improve healthcare quality and patient outcomes.
- Function as a practice specialist member of interdisciplinary research teams with the goal of improving clinical outcomes.
- Employ applied statistics, financial management and budget planning to transform and strengthen health systems.
- Develop leadership skills at all levels of health systems development- institutional, local, state, federal, and international.
- Demonstrate expertise in information systems technology in evaluating outcomes of care, health systems and quality improvement.
Doctor of Nursing Practice

Program Structure

There are two entry points for the DNP- post baccalaureate and post master’s in nursing. Most students will enter following completion of the master’s degree and attainment of advanced practice certification and registration as a nurse practitioner or clinical nurse specialist. Students entering the DNP program will receive advanced standing and be ready to complete the DNP program component.

Post-baccalaureate degree students will complete the master’s in science nurse practitioner or clinical nurse specialist program in one of the specialties (adult-gerontology, family, pediatric, psychiatry mental health) and attain state and national certification in that specialty. The master’s degree consists of 45-48 credits, depending upon the clinical track, and grants a degree as an Advanced Practice Registered Nurse (APRN). Upon completion of the MS degree and certification, application for admission to the DNP component will be permitted.

The DNP program component is composed of nine (9) common core courses totaling 27 credits. Students will also complete four (4) clinical role immersion residency courses- Clinical Residency I and II require 100 clinical hours each, Clinical Residency III and IV require 150 clinical hours each- for a total of 500 clinical hours. The four (4) Residency courses will add 10 credits to the program. A total of 37 credits will be required to complete the DNP program. Threaded throughout the individual course objectives are the concepts of policy development, business acumen, translational research, advanced practice, leadership, scholarly writing, informatics and media savvy.

Admissions to the Doctor of Nursing Practice Program

Admissions Procedures

All students seeking admission to the DNP Program must complete a doctoral program application form with a non-refundable application fee. Prospective students must submit official transcripts from the institution that conferred their Baccalaureate Degree in Nursing and for their master's degree in ANP, AGNP, FNP, PNP, NPP or CNS. After all information has been received and reviewed, an interview with the Associate Dean and Program Director will be arranged for qualifying applicants.

Admission to the program is limited to the fall semester. Application should be submitted by April 1st. Prospective students who miss the application deadline dates may be considered on an individual basis.

Admissions Criteria

Program requirements for admission into the DNP Program in Nursing include:

- Master’s degree in Adult Nurse Practitioner, Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner, Family Psychiatric Mental Health Nurse Practitioner, Adult Clinical Nurse Specialist and state and national certification as an ANP, AGNP, FNP, PNP, PMHNP, or A-CNS.
- Undergraduate GPA 3.5 on a 4.0 scale and an overall minimum graduate GPA of 3.5.
- Current New York State Registration as a Registered Nurse.
- Current New York State Registration as a Nurse Practitioner.
- Current National Certificate as a Nurse Practitioner or Clinical Nurse Specialist.
- One year of recent clinical nursing experience is required.
- Three letters of recommendation attesting to clinical competency.
- A completed application with current curriculum vitae.
(professional resume).

• Possess basic computer skills related to application software and information processing.

• Submission of transcripts of all undergraduate and graduate coursework.

• Written essay pertaining to the professional role of the DNP, expectation of the degree, and problem solving ability.

• Health and professional requirements as determined by the nursing program (see “Pre-Clinical/Practicum Requirements”).

• An interview with the Associate Dean and Director of the DNP Program and Faculty of the DNP Program.

Transfer Credit

Courses submitted for transfer credit are evaluated individually relative to program requirements and the student’s plan of study. Students may transfer up to 6 doctoral-level credits from another institution. These courses must be reviewed and approved by the Associate Dean and Director of the DNP Program.

• The course must be duplicative of courses required within the program.

• The course must not have been used toward meeting the requirements for another degree.

• The student must have received graduate credit for the course at an accredited institution.

• The student must have earned a grade of “B” or above.

• A student requesting transfer of credit should submit the request and a copy of the course syllabus to the Associate Dean and Director of the DNP Program. All transfers of credit must be approved by the Associate Dean and Director of the DNP Program and the Associate Dean for Academic Affairs.

Matriculated Status

Students are matriculated if they have met the requirements of admission, have been accepted into the DNP Program and are seeking to fulfill all the requirements of the DNP Program.

Non-Matriculated Status

Students whose admission process is incomplete but are earning credits for the specific prerequisite or required graduate courses for the degree can request permission of the Associate Dean and Director of the DNP Program. Non-matriculated students should be aware that no more than six (6) credits completed as a non-matriculated student may be used to fulfill requirements for the DNP, and that non-matriculated status can be maintained for a maximum period of one semester.

Provisional Academic Status

Students who have been accepted into the DNP Program, but have not fully met the DNP admissions criteria, may register for courses and must receive a grade of “B” in the first six (6) credits taken. Re-evaluation for continued matriculated status will follow completion of these courses.

Doctor of Nursing Practice Program Progression Requirements

Cumulative Grade Point Average Requirement

Students are expected to succeed academically and maintain a minimum cumulative grade point average of 3.2 (on a 4.0 scale). Non-compliance with this criterion may result in program dismissal.

Maintenance of Academic Standards

The quality point index requirement is 3.2. If the GPA falls below 3.2, it must be raised to 3.2 by the end of the following semester. Students who fail to raise their GPA to 3.2 will be dismissed from the program.

Repeating Courses

A course in which the student receives a grade below “B” must be repeated once. The option to repeat a course may not be used more than twice (for two different courses).

Continuous Registration

All DNP students are required to maintain continuous registration of a minimum of at least one credit each semester (Fall and Spring) from admission until graduation unless an authorized leave of absence has been granted. If the student is unable to engage in doctoral study in a given semester for health or personal reasons, a Leave of Absence Form must be completed and approval must be obtained from the advisor and the Associate Dean and Director of the DNP Program.

Registration Procedures

The Academic Advisor (or in his/her absence, the Associate Dean and Director of the Doctor of Nursing Practice Program) will sign registration materials. It is crucial that the student meet with his/her academic advisor for advisement purposes prior to the registration period each semester. Students are expected to have met specified prerequisites for any course they wish to take.

Incomplete Grades

Students who do not complete course requirements on time because of illness or other extenuating circumstances may be given a grade of “Incomplete” (“I”) by the instructor. All work to rectify incomplete grades must be in compliance with College policies. Students are advised whenever possible to complete requirements within the time allotted for the course. Incomplete grades do not count toward requirements or graduation.

Health of Student

A student in the Program who is unable to meet course objectives due to health problems will be requested to either take an “Incomplete” in the course or withdraw from the course depending upon which is more appropriate.

Licensure as a Registered Nurse

A student in the Doctor of Nursing Practice Program must maintain current licensure as a registered professional nurse and an Advanced Practice Registered Nurse (APRN) in New York State and/or in any other state where the student may be involved in clinical activities.
Malpractice Insurance
Evidence of malpractice insurance is required according to the student’s program of study.

Doctor of Nursing Practice
Program Plan of Progression
The three year plan for progression through the program is:

Year One

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>NUR 6200</td>
<td>NUR 6220</td>
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<tr>
<td>NUR 6010</td>
<td>NUR 6210</td>
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Summer

NUR 6240

Year Two

<table>
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<tr>
<th>Fall</th>
<th>Spring</th>
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<tr>
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<tr>
<td>NUR 6230</td>
<td>NUR 6030</td>
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Summer

BUS 5560/5570

Year Three

<table>
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<tr>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td>NUR 6270</td>
<td>NUR 6500</td>
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Doctor of Nursing Practice - D.N.P.
The Nursing DNP requirements component follows after the completion of a M.S. degree in Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner, Clinical Nurse Specialist or Family Mental Health Nurse Practitioner (with 45-48 credits completed).

New York State Registered Program Code: 37575 (Adult-Gerontology Clinical Nurse Specialist)
HEGIS Code: 1203.10 (Nursing-R.N. Required for Admission)
Molloy Program of Study Code: DNPCN
New York State Registered Program Code: 36790 (Adult-Gerontology Nurse Practitioner)
HEGIS Code: 1203.10 (Nursing-R.N. Required for Admission)
Molloy Program of Study Code: DNPCN
New York State Registered Program Code: 36789 (Family Nurse Practitioner)
HEGIS Code: 1203.10 (Nursing-R.N. Required for Admission)
Molloy Program of Study Code: DNPFN
New York State Registered Program Code: 36792 (Family Psychiatric/Mental Health Nurse Practitioner)

HEGIS Code: 1203.10 (Nursing-R.N. Required for Admission)
Molloy Program of Study Code: DNPPN

New York State Registered Program Code: 36791 (Pediatric Nurse Practitioner)
HEGIS Code: 1203.10 (Nursing-R.N. Required for Admission)
Molloy Program of Study Code: DNPPN

<table>
<thead>
<tr>
<th>Core (27 Credits Required):</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 5560* Economic Evaluations in Healthcare</td>
<td>3</td>
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<tr>
<td>BUS 5570* Healthcare Finance</td>
<td>3</td>
</tr>
<tr>
<td>NUR 6010** Ethics: The Foundation of Leadership</td>
<td>3</td>
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<tr>
<td>NUR 6030** Scholarship of Health Care Organization and Policy</td>
<td>3</td>
</tr>
<tr>
<td>NUR 6200 Biostatistics</td>
<td>3</td>
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<tr>
<td>NUR 6210 Clinical Research for Evidence-based Practice</td>
<td>3</td>
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<tr>
<td>NUR 6220 Global Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 6230 Evidence-based Practice: Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 6500** Nursing Education: Principles, Dynamics and Innovations</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical Residency Practica (10 Credits Required):

| NUR 6240 Clinical Research Residency I           | 2       |
| NUR 6250 Clinical Research Residency II          | 2       |
| NUR 6260 Clinical Research Residency III         | 3       |
| NUR 6270 Clinical Research Residency IV          | 3       |

Total Credits Required: 37

*Shared courses with the MBA in Healthcare.

**Shared courses with Ph.D. Program.

Doctor of Nursing Practice
Program Handbook
The Molloy College Catalog provides basic initial information about the DNP Program. A Doctor of Nursing Practice Program Handbook will be available for students entering the program. Additional information and policies, including specific details on progression will be covered in this handbook. Nursing programs are subject to being updated as necessary to meet licensing and educational requirements of the state and to maintain regional and national accreditations. It will be the DNP student’s responsibility to adhere to the information in the Doctor of Nursing Practice Handbook as it is updated during the student’s course of study. For the final word on any questions or concern about the program, the Associate Dean and Director of the DNP Program should always be consulted.
Doctor of Nursing Practice Course Descriptions

BUS 5560 ECONOMIC EVALUATIONS IN HEALTHCARE
(See Business Courses Section) 3 credits

BUS 5570 HEALTHCARE FINANCE
(See Business Courses Section) 3 credits

NUR 6010 ETHICS: THE FOUNDATION OF LEADERSHIP
(formerly NUR 601)
This course explores traditional and contemporary ethical principles and core nursing values in order to develop complex analytical skills within students. These skills are needed to address moral issues and dilemmas in health care research and delivery as well as in the arenas of leadership, politics, scholarship and organizations. Advanced ethical theories and their applications and topics in the area of research ethics are addressed. 3 credits

NUR 6030 SCHOLARSHIP OF HEALTH CARE
ORGANIZATION AND POLICY
(formerly NUR 603)
Students explore the United States healthcare system and the organizations and public and corporate policies that shape and influence it as a background for nursing leadership. Students explore theories related to organizations, policy planning, implementation and evaluation. Complex health issues and their relationship to public policy are analyzed and synthesized with an emphasis on future trends. (Course includes combined class and experiential hours developed in conjunction with the health policy partners each year in Washington, D.C.) Fee - $824. 3 credits

NUR 6200 BIOSTATISTICS
(formerly NUR 620)
The application of statistical methods plays an essential role within the field of nursing. This course will provide DNP students with the understanding and practical expertise in applying cutting-edge statistical methods that are widely used in health research and epidemiology. This course investigates the statistical techniques for the evaluation of biomedical data. It provides an introduction into design aspects, methods of summarizing and presenting data, estimation, confidence intervals and hypothesis testing, including multivariable regression methods for the assessment of association. 3 credits

NUR 6210 CLINICAL RESEARCH FOR EVIDENCE-BASED
PRACTICE
(formerly NUR 621)
This seminar will enable DNP students to achieve the skills necessary for conducting and evaluating practice-based research and to progress through the process of reformulating evidence into clinical practice. Students will learn to be continuously involved in the systematic review of research in preparation for designing a change in practice based on validated evidence. Topics will include, but are not limited to needs assessment, program planning and evaluation; the application of quantitative and qualitative methods in the study of practice related phenomena; grant writing and funding for practice based research. Students will begin to consider a problem for their capstone project, then formulate a research question and choose an appropriate design. 3 credits

NUR 6220 GLOBAL EPIDEMIOLOGY
(formerly NUR 622)
Investigates the global incidence and prevalence of disease and risk status through the analysis of health indicators and considers strategies for health promotion and disease prevention from the community level to the national and international levels. The goal of this course is to provide the DNP student with knowledge of the most significant areas of epidemiological methodology and an understanding of those factors that contribute to causality especially in the context of a global environment. The student will learn to study and investigate the global incidence and prevalence of disease and risk status through the analysis of health indicators and consider strategies for health promotion and disease prevention. 3 credits

NUR 6230 EVIDENCE-BASED PRACTICE: INFORMATICS
(formerly NUR 623)
This course explores the principles of evidence-based practice. Students will investigate the best available evidence based knowledge and technology in solving clinical practice problems. Students will learn critical appraisal skills to determine the quality and applicability of evidence for clinical practice. Current guidelines will be explored and strategies for implementation will be discussed. 3 credits

NUR 6240 CLINICAL RESEARCH RESIDENCY I
(formerly NUR 624)
The Clinical Research Residency Core Courses expand the knowledge, skills and attitudes reflective of doctoral education. The Residency offers the student a focused opportunity to integrate advanced skills developed from coursework into advanced clinical practice. This immersion experience will result in advanced specialized practice at a high degree of complexity. During Residency I students will identify health related needs and potential benefits to groups, populations or communities. Clinical practice activities will further develop advanced level DNP practice competencies. Pre- or corequisites: NUR 620/6200, NUR 621/6210. Fee—$459.00. 100 clinical hours: 2 credits

NUR 6250 CLINICAL RESEARCH RESIDENCY II
(formerly NUR 625)
Clinical Research Residency II facilitates translation of evidence-based findings into practice with positive outcomes for the population identified. Students will identify viable clinical innovations to change practice in a systematic manner. Focus will be placed on collaboration of interprofessional teams and the roles of the advanced practice nurse within this collaboration. Healthcare management systems theory...
including finance, economics, education as well as clinical research will be integrated into the project design. Pre- or corequisites: NUR 601/6010, NUR 603/6030, NUR 624/6240, BUS 556/5560, BUS 557/5570. Fee—$459.00. 100 clinical hours: 2 credits

NUR 6260 CLINICAL RESEARCH RESIDENCY III
(formerly NUR 626)
Under the guidance of DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of a selected Residency project. The project is a synthesis of a comprehensive assessment and advanced differential diagnosis, therapeutic intervention and evaluation of care using evidence-based practice at the individual, group and system level. Focus will be placed on data collection, data analysis, including analysis of qualitative and quantitative data, measures to assure reliability and validity of data and the scholarly report of project results. Pre- or corequisites: NUR 622/6220, NUR 701/7010. 150 clinical hours. Fee—$459.00. 150 clinical hours: 3 credits

NUR 6270 CLINICAL RESEARCH RESIDENCY IV
(formerly NUR 627)
Research Residency IV integrates the coursework, knowledge and skills from the doctoral program with the clinical residency experience resulting in a written product. It is an opportunity to disseminate results in professional and public forums. The DNP program culminates in the successful completion of a scholarly project that demonstrates synthesis of the student’s coursework and clinical practice immersion. Together these competencies lay the groundwork for future scholarship and opportunity to influence and transform healthcare delivery. Focus will be placed on transformational leadership in the practice setting to deliver advanced practice nursing services to individuals, families, and communities or systems. Pre- or Corequisites: NUR 626/6260. (Offered Summer) Fee—$459.00. 150 clinical hours: 3 credits

NUR 6301, 6302, 6303 CLINICAL RESEARCH RESIDENCY COMPLETION I, II, III
(formerly NUR 630A, NUR 630B and NUR 630C)
Students who require continuation of faculty assistance in their clinical research residencies (NUR 6240, 6250, 6260, and/or 6270) may enroll in this continuation course pending approval of the Associate Dean of the DNP program. Students will engage with the faculty member to meet the requirements of the Clinical Research Residency that has not been completed. This course is for DNP students who have registered for one of the four Clinical Research Residencies and have not completed the assigned work or clinical hours. Course may be repeated as needed. Registration will be based on the amount of work needed to be completed. (Pass/Fail) 1, 2, 3 credits

NUR 6500 NURSING EDUCATION: PRINCIPLES, DYNAMICS AND INNOVATIONS
(formerly NUR 701)
Students critically explore the evolution of educational practice in the context of political, philosophical, scientific and cultural forces. Pedagogical theories are analyzed and synthesized. Contemporary and evolving educational interventions are investigated as students in this course explore and critique the dynamics of higher education. Innovations in education, shifting paradigms, trans-disciplinary interface and the multiplicity of educational roles are explored. Informed by the underlying theoretical framework of situated learning, this experience encourages students to explore complex scholarly leadership within the context of an academic setting, health care organization or policy arena. Students build on previous analytical endeavors as they design, implement and evaluate programs that contribute to innovations in educational processes. 3 credits
Dear Molloy Ph.D. Student,

Welcome to the Barbara H. Hagan School of Nursing Doctor of Philosophy (Ph.D.) Program at Molloy College. The decision to pursue doctoral studies is an important one for you as you consider advanced education beyond the Master’s Degree. A Doctor of Philosophy (Ph.D.) in nursing prepares you as a scholar and researcher as you integrate the theoretical and practical implications of healthcare delivery and contribute to the disciplinary body of knowledge through your research and leadership.

The Doctor of Philosophy degree builds upon a foundation of baccalaureate and master’s education that integrates nursing theory, research and knowledge from other disciplines. Based on the Barbara H. Hagan School of Nursing humanistic framework, the program emphasizes the dignity of the individual, scholarly inquiry, self-enrichment and high personal and professional standards. Goals of the program are to educate aspiring nursing leaders who will take their place alongside other disciplinary leaders to maintain, monitor and improve health for all individuals in society. A commitment to doctoral education opens doors of opportunity to excel in the complex environments where healthcare is delivered.

The curriculum focuses on building a knowledge base in nursing, leadership and research to begin the process of conducting original studies that lead to the dissertation. Cognates support the knowledge needed for in-depth exploration of theory and content related to the research direction and allows you to customize an individualized plan of study. A research residency provides an experiential learning opportunity for you to work with faculty engaged in research. A health policy immersion experience puts you into the legislative and policy arena where you will learn how to influence with your knowledge and expertise. The dissertation is the culmination of doctoral studies after completion of all required coursework that explores a problem on the boundaries of knowledge in the discipline.

The decision to seek a Ph.D. degree is a transforming one. The process requires life-style changes and reordering of priorities. With Molloy’s student-centered philosophy, the administration and faculty are committed to offering doctoral scholars the support equal to the challenge of the Ph.D. pursuit.

Aspire - Commit - Excel

Veronica D. Feeg, Ph.D., R.N., F.A.A.N.
Associate Dean and Director
Ph.D. Program in Nursing
Nursing - Doctor of Philosophy Program (Ph.D.)

H309 The Barbara H. Hagan School of Nursing
516.323.3652

Marcia R. Gardner, PhD, RN, CPNP, CPN, Dean of the Barbara H. Hagan School of Nursing

Veronica D. Feeg, Ph.D., R.N., F.A.A.N., Associate Dean and Director, Nursing Ph.D. Program

Professors: Teresa Aprigiano, Veronica Feeg, Debra Hanna, Lois Moylan, Ann Marie Paraszczuk, Rose Schecter, Victoria Siegel, Susan Vitale, Margaret Whelan

Associate Professors: Patricia Eckhardt, Lorraine Emeghebo, Judith James-Borga, Maureen Moulder, Denise Walsh

Adjunct Professor: Ellen Rich

Note: The Barbara H. Hagan 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.

Nursing Ph.D. Doctoral Program

Philosophy

The underlying beliefs of the Barbara H. Hagan School of Nursing at Molloy College are rooted in its humanistic framework. In keeping with this framework, Molloy College makes a unique contribution to the nursing profession through its doctoral program. It is the role of the nurse to stand against the occurrence of dehumanization that may happen in healthcare settings. In an environment where there may be a devotion to technology and cost containment and where others may be less concerned with the patient as a human being, the Molloy Ph.D. prepared nurse will lead in knowledge development and nursing interventions that demonstrate value and respect for persons vulnerable to illness. Leadership by the Molloy College Ph.D. prepared nurse will be directed to transforming vulnerabilities to strengths and to attain and maintain optimum health. Humanistic nursing behavior, rooted in the principles of caring, is a goal of the doctoral program. A curriculum enriched by the study of the humanities assists in achieving that goal.

Nursing Ph.D. Doctoral Program

Goals

The goal of advancing nursing knowledge must be grounded in respect for the dignity of the individual human being. It must also emerge from principles and methods of scientific inquiry and an examination of nursing actions within nursing environments. The process for reaching this goal is provided in a core of required courses that address the theoretical and empirical basis for nursing and the substantive construction of research and theory to guide nursing practice.

The program design allows students to expand upon prior educational endeavors through a variety of individually selected learning experiences. Scholarly electives provide additional flexibility to plan a program of study that strengthens dissertation, research and career goals. Depth of knowledge in the research interest area is developed through the combination of required coursework, elective courses, research residency (an immersion in activities with a research-active faculty mentor), independent study and the dissertation process.

Nursing Ph.D. Doctoral Program

Statement of Purpose

The purpose of the Ph.D. program in nursing is to prepare scholars and researchers who will advance the profession of nursing through their leadership. The program prepares graduates who are able to:

- Serve as leaders in advancing the practice of nursing through research, education, administration and health policy.
- Participate fully in multidisciplinary contributions to the creation of knowledge.
- Generate, test and extend knowledge through research and theory development, and disseminate findings.
- Influence health policy to advance nursing and health care in a global society.
- Integrate theory and practice through advanced ethical analysis.
- Appreciate and extend the aesthetic values of nursing.
- Value the inherent dignity of all humans and protect them from dehumanization of health care.
- Treasure the ideals of nursing through the stewardship of caring.

Admission to the Nursing Ph.D. Doctoral Program

Admissions Procedures

All students seeking admission to the Ph.D. Program in Nursing must complete a Doctoral Admissions Application Form and submit with the non-refundable application fee. Prospective students must submit official transcripts from the institution that conferred their Baccalaureate Degree in Nursing and Master's Degree. After all information has been received, an interview with the Associate Dean/Doctoral Program Director will be arranged for qualifying applicants. Applicants are reviewed by an Admissions Committee who forward recommendations for acceptance into the program to the Associate Dean.

Applications for the Fall semester should be submitted by April 1st.
Prospective students who miss the application deadline dates may be considered on an individual basis.

Admissions Criteria

The School of Nursing at Molloy College employs a “whole person” philosophy to evaluate candidates for admission to the doctoral program. A multifaceted assessment of the applicant’s potential for success includes the following:

- A baccalaureate degree in nursing and/or a master’s degrees in nursing (or equivalent) from accredited programs.
- Minimum Grade Point Average of 3.5 on a 4.0 scale from applicant’s master’s program.
- An official report of scores, no more than 5 years old, from the Graduate Record Examination.
- Complete official transcripts from all college programs and courses.
- Current license to practice as a registered nurse in the United States and eligible for New York State licensure.
- A written statement of career goals and proposed area of research.
- Three letters of reference from professionals in the field that speak to the potential of the applicant as a scholar, to include at least one from a former faculty and at least one from a recent employer.
- A current curriculum vitae (professional resumé.)
- Master’s-level statistics course, (3 credit minimum, preferably completed within last 5 years) appropriate to the academic endeavors of the doctoral program to be completed prior to methods courses.
- A copy of a recent scholarly paper, research report or publication.
- An interview with the Associate Dean and Director of the Doctoral Program and faculty of the Doctoral Program with concurrent completion of an on-site brief writing sample evaluated by a designated Ph.D. admission committee.

Transfer Credit

Courses submitted for transfer credit are evaluated individually relative to program requirements and the student’s plan of study. Students may transfer up to 6 graduate-level credits from another institution to meet Molloy required courses. These courses must be reviewed and approved by the Director of the Doctoral Program:

- The course must either be duplicative of courses required within the program and/or congruent with the doctoral program purposes.
- The course must not have been used toward meeting the requirements for another degree.
- The student must have received graduate credit for the course at an accredited institution.
- The student must have earned a grade of “B” or above.
- A student requesting transfer of credit should submit the request and a copy of the course syllabus to the Director of the Doctoral Program. All transfers of credit must be approved by the Director of the Doctoral Program and the Associate Dean for Graduate Academic Affairs.

Matriculated Status

Students are matriculated if they have met the requirements of admission, have been accepted into the Graduate Nursing Program and are seeking to fulfill all the requirements of the Ph.D. Program.

Non-Matriculated Status

Students whose admission process is incomplete but are earning credits for the specific prerequisite or required graduate courses for the degree can request permission of the Associate Dean and Director of the Ph.D. Program. Non-matriculated students should be aware that no more than six (6) credits completed as a non-matriculated student may be used to fulfill requirements for the Ph.D., and that non-matriculated status can be maintained for a maximum period of one semester.

Provisional Academic Status

Students who have been accepted into the Ph.D. program, but have not fully met the Ph.D. admissions criteria may register for courses and must receive a grade of “B-” or better in the first 6 credits taken. Re-evaluation for continued matriculated status will follow completion of these courses.

Nursing Ph.D. Doctoral Program Progression Requirements

Cumulative Grade Point Average Requirement

Students are expected to succeed academically and maintain a minimum cumulative grade point average of 3.2 (on a 4.0 scale). Non-compliance with this criterion may result in program dismissal.

Maintenance of Academic Standards

The quality point index requirement is 3.2. If the GPA falls below 3.2, it must be raised to 3.2 by the end of the following semester. Students who fail to raise their GPA to 3.2 will be dismissed from the program.

Repeating Courses

A course in which the student receives a grade below “B-” must be repeated once. The option to repeat a course may not be used more than two times (for two different courses).

Comprehensive Examination

The purpose of the Comprehensive Examination is to determine whether the student meets minimum criteria at the doctoral level in nursing science and research methods. The written examination is designed to test the student’s knowledge related to analysis and synthesis of course content. The examination will include questions testing the synthesis of theory, research and specialized substantive knowledge in policy and ethics. Students must have completed at least 27 credit hours in order to sit for the Comprehensive Examination. After successfully passing the Comprehensive Examination, the student is considered eligible for candidacy.
The procedure for the Comprehensive Examination is as follows:

- After completion of 27 credits, the student will file a Notification of Intent to take Doctoral Comprehensive Examination Form. The student must be admitted to candidacy at least 2 semesters prior to the anticipated date of graduation. Upon review that the student has fulfilled all criteria, a Certificate of Candidacy will be issued. The student will then maintain matriculation throughout the dissertation process.

- The examination will be graded by members of the Doctoral Comprehensive Examination Review Committee. The total examination will be graded as either “eligible for candidacy” or “not eligible for candidacy” by the committee. If there is any concern with the decision about the grade, members will meet to identify and discuss differences in evaluation.

- A student may be assessed by examination as “not yet eligible for candidacy” only once. A student receiving a grade of “not yet eligible for candidacy” will meet with the Program Director, who will provide feedback and guidance to assist the student in preparing for a second administration of the Comprehensive Examination.

- A second grade of “not yet eligible for candidacy” will be reviewed by the committee and may result in dismissal from the program if the committee agrees that there is no alternative to be able to continue.

Certificate of Candidacy

With successful completion of the Comprehensive Examination, the student is deemed by faculty as qualified to conduct the research necessary for the dissertation and submits an application for candidacy to the Director of the Doctoral Program. The student must finish course requirements to be admitted to candidacy at least two (2) semesters prior to anticipated graduation. Upon review that the student has fulfilled all criteria, a Certificate of Candidacy letter will be issued. The student will then maintain matriculation through the dissertation process.

Dissertation

Each student is required to conduct original, independent research which contributes to knowledge development in nursing. The student will select a Dissertation Chair and members of the Dissertation Committee with approval of the Associate Dean and Director of the PhD Program. A written dissertation proposal must be approved and signed off by all members of the student’s Dissertation Committee.

Dissertation Defense

Each student is required to successfully defend the completed dissertation as evaluated by the Dissertation Committee. The final oral dissertation defense is scheduled following completion of the dissertation and approval by all members of the student’s Dissertation Committee. The dissertation defense is an oral presentation and inquiry open to all faculty, students, and community as deemed appropriate by the Director of the Ph.D. Program.

Length of Time to Complete Requirements

A student has a period of nine (9) years after acceptance to complete program requirements. A student must be admitted to candidacy within five years after admission to the doctoral program and at least one academic year before the anticipated date on which the degree is to be conferred. The student must complete all program requirements within four years following admission to candidacy.

Continuous Registration

All doctoral students are required to maintain continuous registration of a minimum of at least one credit each semester (Fall and Spring) from admission until graduation unless an authorized leave of absence has been granted. If the student is unable to engage in doctoral study for a given semester for health or personal reasons, a Leave of Absence Form must be completed and approval must be obtained from the advisor and the Director of the Doctoral Program. The student must be registered for dissertation progression credit during the term (Fall, Spring or Summer) in which the dissertation defense is scheduled and degree requirements completed.

When all dissertation credits are exhausted, students can remain actively matriculated by registration in the one credit dissertation continuation course (NUR 802) until the dissertation is successfully completed.

Registration Procedures

The Academic Advisor (or in his/her absence, the Director of the Doctoral Program) will sign registration materials. It is crucial that the student meet with his/her academic advisor assigned pre-candidacy for advisement purposes prior to the registration period each semester. If the student wishes to register for a cognate course in another department or at a participating institution, permission of the course instructor should be gained in advance of registration. Students should be aware that registration and course dates on the other campuses may differ from those at Molloy College. Students are expected to have met specified prerequisites for any course they wish to take.

Incomplete Grades

Students who do not complete course requirements on time because of illness or other extenuating circumstances may be given a grade of “Incomplete” (“I”) by the instructor. All work to rectify incomplete grades must be in compliance with College policies. Students are advised whenever possible to complete requirements within the time allotted for the course. Incomplete grades must be rectified before taking the Comprehensive Exam. Incomplete grades do not count toward requirements or graduation.

Waiver of Course Requirement

Occasionally, a student is admitted to the Doctoral Program who presents the credentials of having experience that is equivalent to the required course. In this instance, the student may request a waiver of course. The Advisor and the student are then notified in writing of the action taken. Any student receiving a favorable waiver of course action will be required to take a course, with advisement, that will provide the appropriate number of credits to substitute for the waived course.

Health of Student

A student in the Program who is unable to meet course objectives due to health problems will be requested to either take an “Incomplete” in the course or withdraw from the course depending upon which is more appropriate.

Licensure as a Registered Nurse
A student in the Doctoral Program must maintain current licensure as a registered professional nurse in New York State and/or in any other state where the student may be involved in clinical activities.

**Malpractice Insurance**

Evidence of malpractice insurance may be required according to student's program of study.

## Nursing Ph.D. Doctoral Program

### Plan of Study

Each student plans collaboratively pre-candidacy with his/her faculty advisor a plan of study which constitutes a unified program, planned within the framework of doctoral program requirements and the student’s research interests and career goals. The selection and sequence of courses are planned with the student’s advisor. The Plan of Study is approved by the Director of the Doctoral Program before the student has completed the 36 credits of required courses. All cognates must be approved prior to registration. Advisors can assist students in selecting courses and cognates in conjunction with developing their research proposal. In planning an individualized program of study specific to the students’ needs, advisors should guide the student to develop an area of research to begin formulating a proposal as early as possible.

**COURSE COMPONENTS:**

**Theory/Core - 15 Credits**

The core courses address the theoretical and conceptual bases for nursing practice, and the underpinnings of professional leadership. Hallmarks of Scholarly Inquiry introduce the doctoral student to the scholarly process of dissertation research preparation. Ethics: The Foundation of Leadership explores traditional and contemporary ethical principles and core nursing values in order to develop students’ complex analytical skills. Nursing Concept Analysis through the Humanities allows students to investigate phenomena important to nursing and explore them through the lens of the humanities. Students will also develop theoretical connections and philosophical reflections as a basis for future theory construction. Students gain exposure to the United States health care system and the organizations and public and corporate policies that shape and influence it as a background for nursing leadership in the Scholarship of Health Care Organizations and Policy. In Philosophical Evolution of Nursing Knowledge, elements of philosophy of science are used as a guide to exploration of the evolution of nursing science. Nursing theory construction is examined as a foundation for research.

**Research - 15 Credits**

In the research cluster, students explore the tools that will allow them to build their research skills. A strong foundation in both qualitative and quantitative methods is offered in Qualitative Research Methods, Quantitative Research Methods, and a choice of either Advanced Quantitative or Qualitative Analysis. Research Residency affords students learning opportunities encompassing all aspects of the research process. In Hallmarks of Scholarly Design and Implications, students deepen the connection with dissertation research, with a particular emphasis on proposal development as well as implications for the nursing profession.

**Leadership and Education – 6 Credits**

Leadership themes are threaded throughout the curriculum assuring preparation for leadership in health policy and organizations. Leadership Innovations and Interventions allow students to examine the complex interaction of forces shaping organizations and policy nationally and globally. Nursing Education: Principles, Dynamics, and Innovations provide students with teaching experience and knowledge necessary for doctoral graduates of the future.

**Cognates – 6 Credits Minimum**

This component allows students to pursue an individualized plan of study that builds a specialized area of competence and supports their research interests and career goals. A portion of the cognate courses is ordinarily chosen from other disciplines (minimum of 3 credits) that contribute to the development of nursing knowledge through theoretical and/or methodological approaches. Students may be approved to take courses from appropriate academic institutions. Up to 6 credits may be applied as cognates with prior approval from the student’s advisor and the Director of the Doctoral Program.

**Dissertation Seminar - 3 Credits and Dissertation Progression 6 Credits (Required) and Dissertation Continuation - 1 Credit per semester until graduation (Optional)**

The dissertation is the culmination of doctoral study. Dissertation Progression is taken after the completion of all required coursework, and provides the opportunity for the student to develop and refine the dissertation. Following the Dissertation Seminar, the student registers for Dissertation Progression and then, if needed, Dissertation Continuation. The student must be registered in the semester that the completed dissertation is defended and submitted to the Office of Graduate Academic Affairs.

**Research Residency – 3 Credits**

The Research Residency is an experiential learning activity (3 credits) guided by the School of Nursing faculty member in which the student works with a leader in healthcare who serves as a preceptor. Flexibility is possible in formulating the research immersion experience in either a 3 credit block or in 1 credit per semester experiences. The Research Residency course provides opportunity for doctoral students to immerse themselves directly in research activities under the supervision of a research mentor for each credit. Relevant research experiences include developing a research question and plan, writing a research proposal, preparing an IRB application, preparing for the conduct of research, data coding and preparation, conducting human research, analyzing data, publishing and disseminating research and planning for future research.

Students planning to enroll in the residency are interviewed to determine their research goals and objectives, analyze their professional and educational backgrounds and experiences, and identify an appropriate experience. Students will collaborate with faculty and their preceptor to develop individualized objectives based on the course objectives of the Research Residency. Faculty will confer regularly with the students and the preceptors to plan experiences, monitor performance, and generally serve as a resource to students in the Residency. Students produce a scholarly, analytical report integrating the analysis of (a) theoretical model(s) with the experience.

**Health Policy Experience – 3 Credits**

Students in the doctoral program will be involved with leadership
development that includes a focus on health policy. In class, students will discuss the United States health care system and the organizations and public/private policies that shape and influence it, which may lead to shape the research questions they formulate in their program of study. As part of this experience, students will have an immersion opportunity to engage with policy organizations that influence health policy at the national, state and local levels. This will include experiential learning in conjunction with an educational experience with policy partners in Washington, D.C. The week long institute includes direct observation of high level organizational and government policy officials. This experience will be planned and confirmed in the semester prior to the experience. Details will be discussed.

Nursing Ph.D. Doctoral Program of Study
New York State Registered Program Code: 33576
HEGIS Code: 1203.10 (Nursing-R.N. Required for Admission)
Molloy Program of Study Code: PHNUR

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<tr>
<th>Theory/Core (15 Credits Required):</th>
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<tr>
<td>NUR 6000 Hallmarks of Scholarly Inquiry</td>
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<td>NUR 6010 Ethics: The Foundation of Leadership</td>
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<td>NUR 6020 Nursing Concept Analysis Through the Humanities</td>
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<td>NUR 6030 Scholarship of Health Care Organization and Policy</td>
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<td>NUR 6040 Philosophical Evolution of Nursing Knowledge</td>
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<th>Research Core (15 Credits Required):</th>
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<td>NUR 6050 Qualitative Research Methods</td>
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<td>NUR 6060 Quantitative Research Design</td>
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<td>Complete either NUR 6070 or NUR 6080:</td>
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<td>NUR 6070 Advanced Quantitative Analysis</td>
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<td>NUR 6080 Advanced Qualitative Analysis</td>
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<td>NUR 6091/6092/6093 Research Residency I, II, III</td>
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<td>NUR 6100 Hallmarks of Scholarly Design and Implications</td>
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<td>NUR 6400 Leadership Innovations and Interventions</td>
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<td>NUR 6500 Nursing Education: Principles, Dynamics and Innovations</td>
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<th>Cognates (6 Credits Required):</th>
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<td>Cognates Variable Credits (1-3)*</td>
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*If both NUR 6070/6080 are taken, one may be used to satisfy Cognate requirement:

NUR 6070 Advanced Quantitative Analysis/Advanced Qualitative Analysis *

NUR 6901/6092/6093 Advanced Directed Studies I, II, III *

Dissertation Requirements (9 Credits Required):

| NUR 7000 Dissertation Seminar              | 3       |
| NUR 7010 Dissertation Progression (Continues each semester until 6 credits are completed) | 6 |

Total Credits Required: 51

NUR 7020 Dissertation Continuation (1 credit per semester to maintain continuous registration is required beyond 51 credits needed for the Ph.D. Program):

*Nursing Cognates may be repeated for up to 6 credits. If taking both NUR 6070 and 6080, one of them may be used to meet the Cognates requirement. NUR 6901/6902/6903 Topics may be used to meet the Cognates requirement.

Nursing Ph.D. Doctoral Program Handbook
The Molloy College Catalog provides basic initial information about the doctoral program. A Nursing Ph.D. Doctoral Program Handbook will be available for students entering the program. Additional information and policies, including specific details on progression will be covered in this handbook. Nursing programs are subject to being updated as necessary to meet licensing and educational requirements of the state and to maintain regional and national accreditations. It will be the doctoral student’s responsibility to adhere to the information in the Nursing Ph.D. Doctoral Program Handbook as it is updated during the student’s course of study. For the final word on any questions or concerns about the program, the Director of the Doctoral Program should always be consulted.

Nursing Ph.D. Doctoral Dissertation Guidelines Booklet
The Doctoral Dissertation is the final requirement of the Ph.D. program. The students will work in close contact with a Committee Chair and at least two additional members of the Dissertation Committee who oversee the development of the dissertation. The Doctoral Dissertation should be a well-conceived and well-written research study that establishes the basis for the doctoral candidate’s research program. The proposal is approved by the Committee following the successful defense of the presented document. The final completed dissertation is publicly defended and deposited in the Molloy College Library archives and published with ProQuest for wide dissemination. The policies and procedures required for the successful acceptance of the completed dissertation are described in the Nursing Doctoral Program Handbook and the Nursing Doctoral Dissertation Guidelines Booklet, which are located online and are updated as needed.
MAT 5501 DOCTORAL STATISTICAL ANALYSIS WITH COMPUTERS
(formerly MAT 550D)
For doctoral-level students only, this course will provide the foundation for statistical research by developing the technical and interpretive skills necessary. This course offers: Statistical models; data analysis; estimation; tests of hypotheses; analysis of variance; covariance and multiple comparisons; regression and non-parametric methods. Computer use will be integral in this course. This is a prerequisite master's-level statistics course for NUR 606. (Course requires additional independent time in computer lab.) Prerequisite: Evidence of an undergraduate statistics course within the past 5 years or its equivalent CEU. 371/2 hours per semester. Pass/Fail. (Offered Summer) 3 credits

NUR 6000 HALLMARKS OF SCHOLARLY INQUIRY
(formerly NUR 600)
This seminar introduces the doctoral student to the scholarly process of dissertation research preparation. The focus includes stewardship, reflection, critique and creativity. Students develop connections between theory and research with an emphasis on problem identification as well as professional goal trajectory focus. 3 credits

NUR 6010 ETHICS: THE FOUNDATION OF LEADERSHIP
(formerly NUR 601)
This course explores traditional and contemporary ethical principles and core nursing values in order to develop complex analytical skills within students. These skills are needed to address moral issues and dilemmas in health care research and delivery as well as in the arenas of leadership, politics, scholarship and organizations. Advanced ethical theories and their applications and topics in the area of research ethics are addressed. 3 credits

NUR 6020 NURSING CONCEPT ANALYSIS THROUGH THE HUMANITIES
(formerly NUR 602)
An exploration of concept analysis and its development through the humanities is the focus of this course. Certain phenomena are of central concern to the nursing profession: hope, joy, wellness, grief, suffering and vulnerability. These concepts, and others, are analyzed through the mindful study of the humanities: art, music, dance, poetry and literature. The unique yet integral role of the humanities in uncovering the meaning of the human experience is the central focus. Students investigate phenomena of concern and illuminate them through the study of the humanities. Students develop theoretical connections and philosophical reflections for future theory construction. 3 credits

NUR 6030 SCHOLARSHIP OF HEALTHCARE

ORGANIZATION AND POLICY
(formerly NUR 603)
Students explore the United States health care system and the organizations and public and corporate policies that shape and influence it as a background for nursing leadership. Students explore theories related to organizations, policy planning, implementation and evaluation. Complex health issues and their relationship to public policy are analyzed and synthesized with an emphasis on future trends. (Course includes combined class and experiential hours developed in conjunction with the health policy partners each year in Washington, D.C.) Fee - $824. 3 credits

NUR 6040 PHILOSOPHICAL EVOLUTION OF NURSING KNOWLEDGE
(formerly NUR 604)
Elements of philosophy of science are used as a guide to exploration of the evolution of nursing science. Nursing theory construction is examined as a foundation for research. The integration of the roles of praxis, scholarship and stewardship of the profession is investigated, with an emphasis on generation of knowledge. Students evaluate theories that complement nursing, including theories related to development, social learning, behavior change and health promotion. Integrated course content assists students in development of the theoretical basis of the dissertation. 3 credits

NUR 6050 QUALITATIVE RESEARCH METHODS
(formerly NUR 605)
This introductory, overview course examines qualitative research methodologies, including ethnography, grounded theory, historiography and phenomenology, as well as various design aspects of qualitative nursing research. Students study published, qualitative, empirical research in nursing and related disciplines with emphasis on paradigm distinctions, theoretical perspectives, various research approaches, designs and methods, critique of research reports, and ethical issues in qualitative research. Learning experiences include fieldwork exercises in data collection, management and analysis that lead to the development of a modified, qualitative research proposal. Fee - To Be Determined. 3 credits

NUR 6060 QUANTITATIVE RESEARCH DESIGN
(formerly NUR 606)
This course examines the foundation of research design and methodology used in scholarly scientific inquiry. Advanced quantitative research designs are critically analyzed, with an emphasis on correspondence between research questions and optimal designs. Applicability of processes of inquiry to future independent endeavors is emphasized. Prerequisite: MAT 5500D. 3 credits

NUR 6070 ADVANCED QUANTITATIVE ANALYSIS
(formerly NUR 607)
This course is designed to build upon the introductory courses in statistics and research. It focuses on multivariate analytic technique and analysis. Students analyze complex relationships among multiple variables and synthesize factors contributing to an understanding of those relationships, including the application of advanced statistical methods. Students demonstrate the ability to interpret the results of multivariate
analysis and apply such statistical analysis in the research process. Prerequisites: NUR 6060; Graduate level statistics course. Fee - To Be Determined. 3 credits

NUR 6080 ADVANCED QUALITATIVE ANALYSIS
(formerly NUR 608)
This course explores advanced qualitative data analysis methods, including analysis of field notes and text, using computerized and alternate techniques. Students analyze, critique and synthesize qualitative data using a variety of contemporary and evolving methods. Analytical strategies are based on relationship to the research design and related to potential dissertation research questions. Prerequisite: NUR 6050. 3 credits

NUR 6091, 6092, 6093 RESEARCH RESIDENCY I, II, III
(formerly NUR 609)
The research residency course provides opportunity for doctoral students to immerse themselves directly in research activities under the supervision of (multiple) research mentors. Relevant research experiences include developing a research question and plan, writing a research proposal, preparing an IRB application, preparing for the conduct of research, data coding and preparation, conducting human research, analyzing data, publishing and disseminating research, and planning for future research. Flexibility is possible in formulating the research immersion experience in either a 3 credit block or in 1 credit per semester experiences. Grading is Pass/Fail. 1, 2, 3 credits

NUR 6100 HALLMARKS OF SCHOLARLY DESIGN AND IMPLICATIONS
(formerly NUR 610)
This seminar continues the process, begun in the Hallmarks of Scholarly Inquiry, of students’ deepening connections to their dissertation research with an emphasis on scholarly design and proposal development. The context of the dissertation design and implementation is viewed within the issues pertinent to the nursing profession. Exploration of these issues and their implications aid in the integration of the contribution of the students’ doctoral work to the nursing profession. 3 credits

NUR 6400 LEADERSHIP INNOVATIONS AND INTERVENTIONS
(formerly NUR 700)
Students in this course use analytical frameworks and theories to examine the complex interaction of forces shaping organizations. Elements of leadership such as cultural competence, strategic thinking, communication, economic planning as well as consensus and coalition building are integrated. Collaborative and trans-disciplinary facets of leadership are explored. Students build on their previous analytical endeavors to formulate organizational or policy goals and objectives, and design, implement and evaluate programs that contribute to health care. Vision and advocacy for quality outcomes are synthesized to contribute new knowledge to the role of nursing in health care. 3 credits

NUR 6500 NURSING EDUCATION: PRINCIPLES, DYNAMICS AND INNOVATIONS
(formerly NUR 701)
Students critically explore the evolution of educational practice in the context of political, philosophical, scientific and cultural forces. Pedagogical theories are analyzed and synthesized. Contemporary and evolving educational interventions are investigated as students in this course explore and critique the dynamics of higher education. Innovations in education, shifting paradigms, trans-disciplinary interface and the multiplicity of educational roles are explored. Informed by the underlying theoretical framework of situated learning, this experience encourages students to explore complex scholarly leadership within the context of an academic setting, health care organization or policy arena. Students build on previous analytical endeavors as they design, implement and evaluate programs that contribute to innovations in educational processes. 3 credits

NUR 6501 NURSING EDUCATION PRACTICE: ROLES, POLICIES & STANDARDS
(formerly NUR 651)
This course provides an overview of the current state
of educational practice within higher education in nursing. Transformation of nursing education during this emerging knowledge era is explored through documents providing direction. Students will analyze the expectations for preparation for nursing education both clinically and academically. Foundations for current nursing education standards and accreditation will be analyzed for their utilization academically. Transition to the role of academic instruction and socialization will be explored. 1 credit

NUR 6502 NURSING EDUCATION PLANNING: ASSESSMENT AND MEASUREMENT
(formerly NUR 632, 652)
This module will explore the theoretical principles of educational assessment, measurement and evaluation necessary to enhance the teaching needs of doctoral students. Specific content area will include: characteristic of a well-developed test; basic statistical techniques in testing; the implementation of test data in the development and analysis of effective test construction; and the discrimination among cognitive, psychomotor and affective domain related to assessment and evaluation. Students will describe selected issues of assessment in education and identify methods of formulating analyzing and interpreting an educational assessment plan. 1 credit

NUR 6503 CREATIVE TEACHING: STRATEGIES AND TECHNOLOGY
(formerly NUR 653)
This one credit course incorporates foundational concepts and focuses on the development of a repertoire of creative methodologies and effective use of technology for education. Emphasis is placed on implementation of methods to foster a spirit of inquiry in the adult learner in diverse educational venues including classroom, clinical and distance learning. Specific content areas include the application of teaching-learning theory, the use of technology and the arts in teaching, legal and ethical implications of technology and current research in nursing education. One credit is delivered as 15 lecture hours per semester in a non-traditional format. It is the third course in a series of one credit modules but has no Pre-or Co-requisites. 1 credit

NUR 6801 QUANTITATIVE TECHNIQUES AND APPLICATION
(formerly NUR 681)
Includes survey development (paper, online), entering, coding and re-coding variables (by hand and in SPSS), entering and cleaning data (SPSS), labeling, sorting, and treating missing data (SPSS), other tools (Surveymonkey, SNAP, Microsoft EXCEL/ACCESS), research management. 1 credit

NUR 6802 QUALITATIVE TECHNIQUES AND APPLICATION
(formerly NUR 682)
Includes interview development (structure, settings), capturing narrative data in different settings – i.e. phone, focus group, interviews (recordings, transcriptions, preparation for analysis), manual coding – in vivo (memo – ing, card sorts), managing narrative data with software (Word, Excel, NVivo), electronic coding and sorting (NVivo). 1 credit

NUR 6803 SECONDARY DATA USE AND APPLICATION
(formerly NUR 683)
Includes understanding the potential and limitations of big data or secondary analysis of existing data, finding and assessing large data sets for projects, reading and interpreting formats and instructions, downloading existing data and technical issues of compatibility, cleaning, coding and re-coding, writing scripts for analysis (SPSS), running summary statistics of focus variables (SPSS), interpreting results. 1 credit

NUR 6901, 6902, 6903 ADVANCED DIRECTED STUDY TOPICS I, II, III
(formerly NUR 699)
This course can be designed to fulfill the cognate requirements. Open to students to pursue advanced focused readings of significant relevance to the student’s dissertation area of study. Literature development, discussion and advanced applications of the study problem, health policy or methods are guided by a member of the faculty in the doctoral or graduate programs. Approval of advisor and the Director of the Doctoral Program required. Can be repeated for up to 6 credits. 1, 2, 3 credits

NUR 7000 DISSERTATION SEMINAR
(formerly NUR 800)
Students who have completed the majority of their course work and attained candidacy attend Dissertation Seminar. Dissertation seminar provides formal, collaborative opportunity, with faculty guidance, to critically examine assumptions, biases and ideas relating to doctoral work in process. The seminar format exposes the dissertation researcher to a diversity of feedback. Seminar students have the opportunity to refine their critiquing skills as they examine their own work. Grading is Pass/ Fail. 3 credits

NUR 7010 DISSERTATION PROGRESSION
(formerly NUR 801)
Students enrolled in this course are in the active process of conducting research under committee direction that will culminate in the dissertation. Students must be engaged with the chair of the dissertation committee to meet benchmarks relative to course credit throughout the process. Grading is Pass/Fail. Course must be taken twice for 3 credits each or in one semester for 6 credits. 3, 3, or 6 credits

NUR 7020 DISSERTATION CONTINUATION
(formerly NUR 802)
Students who have completed all required coursework for the program and are in the process of conducting research under committee direction to successfully defend the dissertation can maintain continuous registration and active enrollment in this course. Grading is Pass/Fail. Course may be repeated as needed. 1 credit
Division of Business

Programs of Study
A Molloy College MBA prepares you to advance your career and rise to positions of leadership. Its foundation is built upon a global outlook and a disposition toward ethical decision-making and social responsibility. Making the decision to pursue an advanced degree creates excitement for the end result - graduation. Anticipation builds 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.

The MBA program delivers the coursework in a structured yet flexible style. Courses within this program may be fully online, more traditional or hybrid, which combines both online and face-to-face teaching environments. The Division of Business offers seven semesters and the opportunity to complete your MBA in one year.

Graduate education is vastly different from earning the Bachelor’s Degree. The undergraduate journey has breadth and experimentation. Graduate education had depth leading to expertise. You have chosen a profession in which you will become an expert. Each class brings a new set of relationships with the professor and with student-colleagues. Each discussion increases your reach and perspective.

Every class interaction matters at Molloy. The professors who teach at the graduate level are leaders in their field, scholars in the profession and true mentors to those who want to succeed. Together with faculty, you gain the advanced skills that employers will value.

You have opened the door to your future. Welcome.

Maureen L. Mackenzie, Ph.D., PHR
Dean of the Division of Business
Welcome to Molloy College’s Graduate Business programs. Your decision to contribute to one of our executive-based learning programs demonstrates a mature commitment to improving the world through ethical-based leadership.

Our continuously evolving offerings of Graduate Business programs currently include MBA degrees in Accounting, Management, Marketing, Finance, Personal Financial Planning and Healthcare. The degree pathways and course learning outcomes have been purposefully built through consultation with our experienced and highly trained faculty, members of our internationally acclaimed Business Advisory Board and input from our Corporate Partnership stakeholders. Molloy MBA students are challenged to hone and acquire the skill sets most desired in today’s competitive, transnational business environment.

Committing to participation in a Molloy Graduate Business program is neither a passive nor an easy educational journey. Foundational prerequisite knowledge ensures the course dialog is an interactive and transformational graduate experience. Handpicked faculty facilitate a corporate training environment designed to maximize skill development. Communication competencies are a vital point of program emphasis.

Students are taught to enhance all aspects of their oral and written corporate communication skills. Industry required analytics and problem solving are nurtured and refined within the most prevalent industry scenarios. Molloy graduate classrooms serve as dynamic opportunities for networking and modeling industry experts who have been where today’s serious business students aspire to journey.

I wish you the best of luck in achieving your career goals.

Bruce L. Haller, J.D., M.B.A.
Associate Dean and Director
Graduate Business Programs
Business Program

C103 Casey Center
516.323.3097

Maureen L. Mackenzie, Ph.D., PHR, Dean of the Division of Business
Bruce L. Haller, J.D., M.B.A., Associate Dean and Director Graduate Programs in Business

Professors: Daniel Cillis, Maureen L. Mackenzie
Associate Professors: Daniel R. Ball, Bruce L. Haller
Assistant Professors: Peter D’Antonio, Robert Goch, Brian Noll, Meryl Rosenblatt,
Instructor: Diane Vitale
Auxiliary Part-Time Instructors: Alan Halperin, Antonia Loschiavo, David Reiss, Maury Schneider

Molloy College’s MBA programs are offered in seven week semesters throughout the year (Fall I, Fall II, Winter, Spring I, Spring II, Summer III, and Summer IV). Courses within this program are fully online, traditional with an added online component, and still others are hybrid, which combines both online, out-of-classroom and face-to-face teaching environments. The Molloy College graduate program meets the NYSED contact time requirement, yet provides flexibility for working professionals.

Business Division Mission Statement, Philosophy and Framework

Mission
Founded in the Catholic tradition and committed to the Dominican ideals of truth, academic excellence and openness to world views, the Division of Business provides a learning environment that cultivates personal and professional growth for students to become successful business leaders who are ethically and socially responsible. The Division of Business is committed to the preparation of outstanding business leaders with the disposition, skills and knowledge required to be executives. It is the responsibility and goal of the faculty to guide students by engaging them in intensely challenging learning and service experiences that empower them to serve as leaders or experts in business.

Philosophy
The Molloy College Mission Statement establishes the framework for the Master’s Program in Business. It states that 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. The MBA Program builds on Molloy’s Catholic and Dominican tradition. Graduate education fosters a high level of scholarly inquiry for expansion of knowledge, self-enrichment and achievement of personal and professional goals. The Business Division is committed to the preparation of knowledgeable, creative and effective business leaders.

The Business Division believes it has four key competitive strengths:
• A talented faculty that features an ideal blend of experienced educators and highly credentialed and highly successful business leaders;
• State of the art Wall Street Trading Room;
• Small class size that leads to personalized instruction;
• Quality faculty advisement.

The MBA program prepares students to perform with distinction in their professional careers.

Framework
M.B.A Program
The M.B.A. Program qualifies students for a successful career in the business world. The program allows multiple start dates in winter/fall/spring/summer. The M.B.A. Program is flexible and can be customized to meet students’ needs. Students can complete the degree in as little as one year or up to five years. A longer time period may be granted with permission of the Dean. Courses can be taken in a part-time or full-time schedule. Courses are offered in the evenings, on Saturdays, online or hybrid, all as seven-week immersion classes. The M.B.A. in Marketing, Management and Finance is available online. The final capstone experience is a consulting project where you are presented with a real-world client and a real-world problem.

Business Division MBA Program Learning Outcomes
Molloy’s MBA program structure offers breadth, depth and options across three key components: Core, Concentration and Capstone.

Graduates of the MBA program will:
• Demonstrate mastery of accounting, finance, healthcare administration, management, marketing or personal financial planning
• Integrate ethical concepts as they apply to business decisions
• Employ logical and critical reasoning, the capacity for analysis and judgment and action-oriented strategic planning
• Use written and oral communication skills effectively, emphasizing professional presentation and team participation
• Demonstrate an understanding of organizational theory as it applies to decision-making, leadership and change
• Use quantitative and qualitative skills to analyze and evaluate current business issues and problems.
Admissions Requirements - MBA Business Program

Requirements for admission and matriculation into the Master of Business Administration Program include the following. Applicants must:

- Possess an appropriate Baccalaureate Degree from an accredited college or university. Students who do not have a Bachelor’s degree in business must complete the prerequisite courses listed under Programs of Study Leading to Master of Business Administration Degree. Students can satisfy the prerequisite requirements through CLEP exams, traditional coursework or Molloy Business Division approved proficiency exams, which can include self-paced learning modules.

- Submit an official transcript of all undergraduate work and any prior graduate courses taken. Molloy College will accept a maximum of six content equivalent MBA graduate transfer credits having a grade of “B” or better from another accredited college or university. Credits completed more than five years ago will be reviewed. Foreign documents must be accompanied by a certified English translation and evaluation by WES or GLOBE. Students found to be deficient in the English language may be required to complete a College sponsored English placement exam prior to the start of their studies.

- Complete the graduate degree program application, including a required essay.

- Have achieved a minimum GPA of 3.0 on a 4.0 scale overall grade point average in undergraduate work or submit the Graduate Management Admission Test (GMAT). (Students having a GPA below 3.0 may be accepted on a provisional status. Completion of six graduate credits in this program with an average grade of “B” or better is required to stay in the program.)

- Submit a letter of recommendation from former college professors and/or professional associates.

- A resume providing evidence of appropriate experience.

- Schedule a personal interview with the Graduate Associate Dean.

- Students may complete the program in as little as one year, or as long as five years. A longer time period may be granted with permission of the Dean.

Note: The Division of Business reserves the right to make necessary changes in programs and courses in response to regulations received from the New York State Education Department and/or New York State Office of the Professions. These changes become effective according to dates specified by New York State. Students are responsible for meeting all program requirements.

Progression through Business Division Programs

To progress in this Program, students must:

- Complete all required coursework, prerequisites, and the capstone
- Achieve a 3.0 overall cumulative graduate GPA to qualify for graduation

Grading Policy and Repeats: “B-” is the lowest acceptable grade toward degree requirements in the Business Division programs of study.

- A course in which the student receives a grade below “B-” in Business programs may be repeated once.
- Students may repeat a maximum of two courses, once each.
- Students not earning a “B-” for a repeated course are subject to dismissal from the program.
- Three grades below a “B-” will result in dismissal from the program.
- Refer to “Academic Policies and Procedures” for complete information on Grading and Repeats.

Programs of Study for MBA Degrees

ACCOUNTING - M.B.A.

New York State Registered Program Code: 28054
New York State Registered Program Code: 28055 (Dual BS/MBA)
HEGIS Code: 0502.00 (Accounting)
Molloy Program of Study Code: MBACC
Molloy Program of Study Code: MBDAC (Dual Degree)

Prerequisites:
Bachelor's Degree in Accounting or any Bachelor's Degree and Prerequisite Undergraduate courses:

Total Credits Required: 30 credits

Core Courses (12 credits required):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5110 Organizational Behavior</td>
<td>*</td>
</tr>
<tr>
<td>BUS 5400 Leadership in Organizations</td>
<td>*</td>
</tr>
<tr>
<td>BUS 5150 Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5200 Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5850 Quantitative Analysis Supporting Managerial Decisions</td>
<td>3</td>
</tr>
</tbody>
</table>

Accounting Concentration (15 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5030 Accounting Theory</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5050 Accounting Research</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5070 Computer Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete one** of the following (BUS 5210 or BUS 5860) for 3 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5210</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5860</td>
<td>3</td>
</tr>
</tbody>
</table>
BUS 5210 Corporate Financial Management **
BUS 5860 Project Management **
BUS 5230 Advanced Taxation

Capstone Course (3 credits required):
BUS 5950 Capstone 3

Total Credits Required: 30

Prerequisite Undergraduate Courses for those who do not have a Bachelor's Degree in Accounting:

Students who hold a bachelor's degree that is not in Accounting must complete the following prerequisite courses with a grade of "C" or better before completion of the Graduate Program:

Accounting Prerequisite Undergraduate Courses (44 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 260, 261</td>
<td>Accounting I, II</td>
<td>6</td>
</tr>
<tr>
<td>ACC 362, 363</td>
<td>Financial Accounting I, II (Intermediate Accounting)</td>
<td>6</td>
</tr>
<tr>
<td>ACC 364</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 366</td>
<td>Taxation I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 368</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 369</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>BLW 240</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS 105</td>
<td>Computer Applications for Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Previous work will be evaluated. Students may be awarded credit for prerequisite requirements based upon prior academic work completed or CLEP Exams.

FINANCE - M.B.A.

New York State Registered Program Code: 34117
New York State Registered Program Code: 34118 (Dual BS/MBA)
HEGIS Code: 0504.00 (Banking and Finance)
Molloy Program of Study Code: MBFIN
Molloy Program of Study Code: MBDFI (Dual Degree)

Prerequisites:
Bachelor's Degree in Finance or any Bachelor's Degree and Prerequisite Undergraduate courses:

Total Credits Required: 33 credits

Core Courses (15 credits required):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 229</td>
<td>Experience in Corporate Communications (or equivalent)</td>
<td>2</td>
</tr>
<tr>
<td>ECO 251 or ECO 252</td>
<td>Macroeconomics or Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 350</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>MAT 129</td>
<td>Elementary Statistics for Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete one of the following (BUS 5100 or BUS 5500) for 3 credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5100</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>BUS 5500</td>
<td>Perspectives on Strategy</td>
</tr>
</tbody>
</table>
Complete one** of the following (BUS 5110 or BUS 5400) for 3 credits:

- BUS 5110 Organizational Behavior **
- BUS 5400 Leadership in Organizations **
- BUS 5150 Business Ethics 3
- BUS 5200 Financial Statement Analysis 3
- BUS 5850 Quantitative Analysis Supporting Managerial Decisions 3

**Finance Concentration (15 credits):**

- BUS 5030 Accounting Theory 3
- BUS 5210 Corporate Financial Management 3
- BUS 5590 Investment Management 3
- BUS 5600 Advanced Topics in Finance 3
- BUS 5860 Project Management 3

Capstone Course (3 credits required):

- BUS 5950 Capstone 3

Total Credits Required: 33

**Prerequisite Undergraduate Courses for those who do not have a Bachelor’s Degree in Finance:**

Students who hold a bachelor’s degree that is not in Finance must complete the following prerequisite courses with a grade of “C” or better in each course before completion of the Graduate Program:

**Finance Prerequisite Undergraduate Courses (21 credits):**

- ACC 260 Accounting I 3
- ACC 261 Accounting II 3
- CIS 105 Computer Applications for Business 3
- ECO 251 Macroeconomics, 3
- ECO 252 Microeconomics 3
- FIN 350 Corporate Finance 3
- MAT 129 Elementary Statistics for Business 3

Previous work will be evaluated. Students may be awarded credit for prerequisite requirements based upon prior academic work completed, CLEP Exams or Molloy Business Division approved proficiency exams, which can include self-paced learning modules.

**HEALTHCARE ADMINISTRATION - M.B.A.**

New York State Registered Program Code: 36422
HEGIS Code: 1202.00 (Hospital and Healthcare Administration)
Molloy Program of Study Code: MBHCA

**Prerequisites:**

Bachelor’s Degree in Business or any Bachelor’s Degree and Prerequisite Undergraduate Courses.

Total Credits Required: 36 credits

**Core Courses (18 credits required):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5100</td>
<td>Marketing Management *</td>
</tr>
<tr>
<td>BUS 5640</td>
<td>Global Marketing *</td>
</tr>
<tr>
<td>BUS 5110</td>
<td>Organizational Behavior 3</td>
</tr>
<tr>
<td>BUS 5150</td>
<td>Business Ethics 3</td>
</tr>
<tr>
<td>BUS 5400</td>
<td>Leadership in Organizations 3</td>
</tr>
<tr>
<td>BUS 5500</td>
<td>Perspectives on Strategy 3</td>
</tr>
<tr>
<td>Complete one** of the following (BUS 5850 or BUS 5860) for 3 credits:</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5850</td>
<td>Quantitative Analysis Supporting Managerial Decisions **</td>
</tr>
<tr>
<td>BUS 5860</td>
<td>Project Management **</td>
</tr>
</tbody>
</table>

**Healthcare Administration Concentration (15 credits):**

- BUS 5540 Accounting for Healthcare Professionals 3
- BUS 5550 Healthcare Marketing 3
- BUS 5560 Economic Evaluations in Healthcare 3
- BUS 5570 Healthcare Finance 3
- BUS 5580 Healthcare Organization and Delivery 3

Capstone Course (3 credits required):

- BUS 5920 Healthcare Capstone/Strategy 3

Total Credits Required: 36

**Prerequisite Undergraduate Courses for those who do not have a Bachelor’s Degree in Business:**

Students who hold a bachelor’s degree that is not in Business must complete the following prerequisite courses with a grade of “C” or better in each course before completion of the Graduate Program:

**Healthcare Administration Prerequisite Undergraduate Courses (24 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 260</td>
<td>Accounting I 3</td>
</tr>
<tr>
<td>BLW 240</td>
<td>Business Law I 3</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Principles of Management 3</td>
</tr>
<tr>
<td>CIS 105</td>
<td>Computer Applications for Business 3</td>
</tr>
<tr>
<td>ECO - One of the following ECO courses*: 3</td>
<td></td>
</tr>
<tr>
<td>ECO 200</td>
<td>Introductory Economics, or *</td>
</tr>
</tbody>
</table>
| ECO 251    | Macroeconomics, or  
| ECO 252    | Microeconomics  
| FIN 350    | Corporate Finance 3 |
| MAT 129    | Elementary Statistics for Business 3 |
| MKT 230    | Principles of Marketing 3 |

Previous work will be evaluated. Students may be awarded credit for prerequisite requirements based upon prior academic work completed, CLEP Exams or Molloy Business Division approved proficiency exams, which can include self-paced learning modules.
**MANAGEMENT - M.B.A.**

New York State Registered Program Code: 28066
New York State Registered Program Code: 28067 (Dual BS/MBA)
HEGIS Code: 0506.00 (Business Management and Administration)
Molloy Program of Study Code: MBMGT
Molloy Program of Study Code: MBDMG (Dual Degree)

**Prerequisites:**
Bachelor's Degree in Business or any Bachelor's Degree and Prerequisite Undergraduate Courses.

**Total Credits Required: 33 credits**

<table>
<thead>
<tr>
<th>Core Courses (15 credits required):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete one* of the following (BUS 5100 or BUS 5640) for 3 credits:</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5100 Marketing Management</td>
<td>*</td>
</tr>
<tr>
<td>BUS 5640 Global Marketing</td>
<td>*</td>
</tr>
<tr>
<td>BUS 5110 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5150 Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5200 Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5850 Quantitative Analysis Supporting Managerial Decisions</td>
<td>3</td>
</tr>
</tbody>
</table>

**Management Concentration (15 credits):**

| BUS 5010 Managerial Accounting and Reporting | 3 |
| BUS 5210 Corporate Financial Management | 3 |
| BUS 5400 Leadership in Organizations | 3 |
| BUS 5500 Perspectives on Strategy | 3 |
| BUS 5860 Project Management | 3 |

**Capstone Course (3 credits required):**

| BUS 5950 Capstone | 3 |

**Total Credits Required: 33**

**Prerequisite Undergraduate Courses for those who do not have a Bachelor's Degree in Business:**

Students who hold a bachelor’s degree that is not in Business must complete the following prerequisite courses with a grade of “C” or better in each course before completion of the Graduate Program:

<table>
<thead>
<tr>
<th>Management</th>
<th>Prerequisite Undergraduate Courses (24 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 260</td>
<td>Accounting I</td>
</tr>
<tr>
<td>BLW 240</td>
<td>Business Law I</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>CIS 105</td>
<td>Computer Applications for Business</td>
</tr>
<tr>
<td>ECO - One of the following ECO courses*:</td>
<td>3</td>
</tr>
<tr>
<td>ECO 200</td>
<td>Introductory Economics, or</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Macroeconomics, or</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>FIN 350</td>
<td>Corporate Finance</td>
</tr>
</tbody>
</table>

| MAT 129    | Elementary Statistics for Business                |
| MKT 230    | Principles of Marketing                          |

Previous work will be evaluated. Students may be awarded credit for prerequisite requirements based upon prior academic work completed, CLEP Exams or Molloy Business Division approved proficiency exams, which can include self-paced learning modules.

**MARKETING - M.B.A.**

New York State Registered Program Code: 36687
New York State Registered Program Code: 36661 (Dual BS/MBA)
HEGIS Code: 0509.00 (Marketing and Purchasing)
Molloy Program of Study Code: MBMRK
Molloy Program of Study Code: MBDMK (Dual Degree)

**Prerequisites:**
Bachelor's Degree in Business or any Bachelor’s Degree and Prerequisite Undergraduate Courses.

**Total Credits Required: 33 credits**

<table>
<thead>
<tr>
<th>Core Courses (15 credits required):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5100 Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5110 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5150 Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5200 Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5850 Quantitative Analysis Supporting Managerial Decisions</td>
<td>3</td>
</tr>
</tbody>
</table>

**Marketing Concentration (15 credits):**

| BUS 5400 Leadership in Organizations | 3 |
| BUS 5630 Brand Strategy and Category Management | 3 |
| BUS 5640 Global Marketing | 3 |
| BUS 5650 Consumer Behavior in the New Media Environment | 3 |
| BUS 5670 Research Data for Market Intelligence | 3 |

**Capstone Course (3 credits required):**

| BUS 5950 Capstone | 3 |

**Total Credits Required: 33**

**Prerequisite Undergraduate Courses for those who do not have a Bachelor’s Degree in Marketing:**

Students who hold a bachelor’s degree that is not in Business must complete the following prerequisite courses with a grade of “C” or better in each course before completion of the Graduate Program:

<table>
<thead>
<tr>
<th>Marketing</th>
<th>Prerequisite Undergraduate Courses (24 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 260</td>
<td>Accounting I</td>
</tr>
<tr>
<td>BLW 240</td>
<td>Business Law I</td>
</tr>
</tbody>
</table>

Previous work will be evaluated. Students may be awarded credit for prerequisite requirements based upon prior academic work completed, CLEP Exams or Molloy Business Division approved proficiency exams, which can include self-paced learning modules.
BUS 201 Principles of Management 3
CIS 105 Computer Applications for Business 3
ECO - Either one of the following*: 3
  ECO 251 Macroeconomics *
  ECO 252 Microeconomics *
FIN 350 Corporate Finance 3
MKT 230 Principles of Marketing 3

Previous work will be evaluated. Students may be awarded credit for prerequisite requirements based upon prior academic work completed, CLEP Exams or Molloy Business Division approved proficiency exam, which can include self-paced learning modules.

PERSONAL FINANCIAL PLANNING - M.B.A.

New York State Registered Program Code: 28066
New York State Registered Program Code: 28067 (Dual BS/MBA)
HEGIS Code: 0506.00 {Business Management and Administration}
Molloy Program of Study Code: MBPP
Molloy Program of Study Code: MBDPF (Dual Degree)

Prerequisites:
Bachelor’s Degree in Business or any Bachelor’s Degree and Prerequisite Undergraduate Courses.

Total Credits Required: 33 credits

<table>
<thead>
<tr>
<th>Core Courses (12 credits required):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete one* of the following (BUS 5110 or BUS 5400) for 3 credits:</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5110 Organizational Behavior</td>
<td>*</td>
</tr>
<tr>
<td>BUS 5400 Leadership in Organizations</td>
<td>*</td>
</tr>
<tr>
<td>BUS 5150 Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Complete one** of the following (BUS 5200 or BUS 5210) for 3 credits:</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5200 Financial Statement Analysis</td>
<td>**</td>
</tr>
<tr>
<td>BUS 5210 Corporate Financial Management</td>
<td>**</td>
</tr>
<tr>
<td>Complete one*** of the following (BUS 5850 or BUS 5860) for 3 credits:</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5850 Quantitative Analysis Supporting Managerial Decisions</td>
<td>***</td>
</tr>
<tr>
<td>BUS 5860 Project Management</td>
<td>***</td>
</tr>
</tbody>
</table>

Personal Financial Planning Concentration (18 credits):

| BUS 5250 Financial Planning Process and Insurance | 3 |
| BUS 5300 Investment Planning | 3 |
| BUS 5350 Income Tax Planning | 3 |
| BUS 5430 Retirement Planning and Employee Benefits | 3 |
| BUS 5450 Estate Planning | 3 |

Capstone Course (3 credits required):

BUS 5950 Capstone 3

Total Credits Required: 33

Prerequisite Undergraduate Courses for those who do not have a Bachelor’s Degree in Business:

Students who hold a bachelor’s degree that is not in Business must complete the following prerequisite courses with a grade of “C” or better before completion of the Graduate Program:

Personal Financial Planning Prerequisite Undergraduate Courses (24 credits):

| ACC 260 Accounting I | 3 |
| BLW 240 Business Law I | 3 |
| BUS 201 Principles of Management | 3 |
| CIS 105 Computer Applications for Business | 3 |
| ECO - And one of the following*: 3 |
|  ECO 200 Introductory Economics, or |
|  ECO 251 Macroeconomics, or |
|  ECO 252 Microeconomics |
| FIN 350 Corporate Finance | 3 |
| MAT 129 Elementary Statistics for Business | 3 |
| MKT 230 Principles of Marketing | 3 |

Previous work will be evaluated. Students may be awarded credit for prerequisite requirements based upon prior academic work completed, CLEP Exams or Molloy Business Division approved proficiency exams, which can include self-paced learning modules.

Programs of Study for Two MBA Concentrations

Only one M.B.A. degree will be awarded for two concentrations upon completion of all requirements for both concentrations. The total credits needed include all courses and prerequisites for both concentrations.

Students who have already earned the M.B.A. from Molloy College may not return for a second M.B.A. in another business concentration at a later date. Students may earn Post Master’s Advanced Certificates in Finance, Marketing and Healthcare.

Students wishing to achieve the M.B.A. degree with two concentrations must have approval of the Associate Dean. All prerequisites for both concentrations must be satisfied. Prior coursework will be evaluated on an individual basis. All of the core, concentration and capstone requirements for both programs of study must be met. Students will take one capstone as determined to be appropriate for the student’s career goals under consultation with the Associate Dean of Business. Only one M.B.A. degree will be awarded for both concentrations upon completion of all requirements in both concentrations. Completion of both
concentrations will be noted on the student’s academic record.
Students interested should contact the Associate Dean for details.

Programs of Study for Post Baccalaureate Advanced Certificates

Students may earn a Post Baccalaureate Advanced Certificate in Finance, Marketing and Healthcare. Upon successful completion of this certificate, a student may apply for the M.B.A. program. The 18 credits taken in the certificate program may be applied to a Molloy M.B.A. Prerequisites will be evaluated upon application.

FINANCE - ADV (POST BACCALAUREATE)
New York State Registered Program Code: 38930
HEGIS Code: 0504.00 {Banking and Finance}
Molloy Program of Study Code: PBFIN

<table>
<thead>
<tr>
<th>Total Credits Required: 18 credits</th>
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<tbody>
<tr>
<td>Core Courses (18 credits required):</td>
</tr>
<tr>
<td>BUS 5150 Business Ethics</td>
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<tr>
<td>BUS 5200 Financial Statement Analysis</td>
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<tr>
<td>BUS 5210 Corporate Financial Management</td>
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<tr>
<td>BUS 5590 Investment Management</td>
</tr>
<tr>
<td>BUS 5600 Advanced Topics in Finance</td>
</tr>
<tr>
<td>BUS 5850 Quantitative Analysis Supporting Managerial Decisions</td>
</tr>
<tr>
<td>Total Credits Required:</td>
</tr>
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</table>

Students who hold a bachelor’s degree that is not in Finance must complete the following prerequisite courses with a grade of “C” or better in each course before completion of the Graduate Program:

Finance Prerequisite Undergraduate Courses (21 credits):

| ACC 260 Accounting I | 3 |
| ACC 261 Accounting II | 3 |
| CIS 105 Computer Applications for Business | 3 |
| ECO 251 Macroeconomics | 3 |
| ECO 252 Microeconomics | 3 |
| FIN 350 Corporate Finance | 3 |
| MAT 129 Elementary Statistics for Business | 3 |

Previous work will be evaluated. Students may be awarded credit for prerequisite requirements based upon prior academic work completed, CLEP Exams or Molloy Business Division approved proficiency exams, which can include self-paced learning modules.

HEALTHCARE ADMINISTRATION - ADV (POST BACCALAUREATE)
New York State Registered Program Code: 38589
HEGIS Code: 1202.00 {Hospital and Healthcare Administration}
Molloy Program of Study Code: PBHCA

<table>
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<tr>
<th>Total Credits Required: 18 credits</th>
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<tbody>
<tr>
<td>Core Courses (18 credits required):</td>
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<tr>
<td>BUS 5150 Business Ethics</td>
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<tr>
<td>BUS 5540 Accounting for Healthcare Professionals</td>
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<tr>
<td>BUS 5550 Healthcare Marketing</td>
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<tr>
<td>BUS 5560 Economic Evaluations in Healthcare</td>
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<tr>
<td>BUS 5570 Healthcare Finance</td>
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<tr>
<td>BUS 5580 Healthcare Organization and Delivery</td>
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<tr>
<td>Total Credits Required:</td>
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Prerequisite Undergraduate Courses for those who do not have a Bachelor’s Degree in Business:

Students who hold a bachelor’s degree that is not in Business must complete the following prerequisite courses with a grade of “C” or better in each course before completion of the Graduate Program:

Healthcare Administration Prerequisite Undergraduate Courses (24 credits):

| ACC 260 Accounting I | 3 |
| BLW 240 Business Law I | 3 |
| BUS 201 Principles of Management | 3 |
| CIS 105 Computer Applications for Business | 3 |
| ECO - One of the following ECO courses*: | 3 |
| ECO 200 Introductory Economics, or | * |
| ECO 251 Macroeconomics, or | * |
| ECO 252 Microeconomics | * |
| FIN 350 Corporate Finance | 3 |
| MAT 129 Elementary Statistics for Business | 3 |
| MKT 230 Principles of Marketing | 3 |

Previous work will be evaluated. Students may be awarded credit for prerequisite requirements based upon prior academic work completed, CLEP Exams or Molloy Business Division approved proficiency exams, which can include self-paced learning modules.

MARKETING - ADV (POST BACCALAUREATE)
New York State Registered Program Code: 38931
HEGIS Code: 0509.00 {Marketing and Purchasing}
Molloy Program of Study Code: PBMRK

<table>
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<tr>
<th>Total Credits Required: 18 credits</th>
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<tbody>
<tr>
<td>Core Courses (18 credits required):</td>
</tr>
<tr>
<td>BUS 5100 Marketing Management</td>
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<tr>
<td>BUS 5150 Business Ethics</td>
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</tbody>
</table>

Previous work will be evaluated. Students may be awarded credit for prerequisite requirements based upon prior academic work completed, CLEP Exams or Molloy Business Division approved proficiency exams, which can include self-paced learning modules.
BUS 5630 Brand Strategy and Category Management 3
BUS 5640 Global Marketing 3
BUS 5650 Consumer Behavior in the New Media Environment 3
BUS 5670 Research Data for Market Intelligence 3
Total Credits Required: 18

Prerequisite Undergraduate Courses for those who do not have a Bachelor’s Degree in Marketing:

Students who hold a bachelor’s degree that is not in Business must complete the following prerequisite courses with a grade of “C” or better in each course before completion of the Graduate Program:

Marketing Prerequisite Undergraduate Courses (24 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACC 260</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BLW 240</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS 105</td>
<td>Computer Applications for Business</td>
<td>3</td>
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<tr>
<td>ECO - Either one of the following*: 3</td>
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</tr>
<tr>
<td>ECO 251</td>
<td>Macroeconomics</td>
<td>*</td>
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<tr>
<td>ECO 252</td>
<td>Microeconomics</td>
<td>*</td>
</tr>
<tr>
<td>FIN 350</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>MAT 129</td>
<td>Elementary Statistics for Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT 230</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Previous work will be evaluated. Students may be awarded credit for prerequisite requirements based upon prior academic work completed, CLEP Exams or Molloy Business Division approved proficiency exams, which can include self-paced learning modules.

Programs of Study for Post Master’s Degrees

Students who have already earned a Master’s degree in a relevant business discipline may earn a Post Master’s Advanced Certificate in Finance, Marketing and Healthcare. The certificate must be in a different discipline than the Master’s degree.

FINANCE - ADV (POST MASTER’S)

New York State Registered Program Code: 38590
HEGIS Code: 0504.00 (Banking and Finance)
Molloy Program of Study Code: PMFIN
Total Credits Required: 18 credits

<table>
<thead>
<tr>
<th>Core Courses (15 credits required):</th>
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<tbody>
<tr>
<td>BUS 5540 Accounting for Healthcare Professionals</td>
<td>3</td>
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<td>3</td>
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Capstone Course (3 credits required):

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<tbody>
<tr>
<td>BUS 5920</td>
<td>Healthcare Capstone/Strategy</td>
<td>3</td>
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<td>Total Credits Required: 18</td>
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MARKETING - ADV (POST MASTER’S)

New York State Registered Program Code: 38591
HEGIS Code: 0509.00 (Marketing and Purchasing)
Molloy Program of Study Code: PMMRK
Total Credits Required: 18 credits

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<tr>
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<td>BUS 5650 Consumer Behavior in the New Media Environment</td>
<td>3</td>
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Capstone Course (3 credits required):

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<td>Capstone</td>
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HEALTHCARE ADMINISTRATION - ADV (POST MASTER’S)

New York State Registered Program Code: 39038
HEGIS Code: 1202.00 (Hospital and Healthcare Administration)
Molloy Program of Study Code: PMHCA
Total Credits Required: 18 credits

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</tbody>
</table>
BUS 5010 MANAGERIAL ACCOUNTING AND REPORTING
(formerly BUS 501)
This course equips the student with the essential management accounting tools that enhance a manager’s ability to understand how the numbers are computed, what they mean, and how managers and finance professionals can work together to use them to improve an organization’s competitive stance. Topics include costing, budgeting, capital budgeting and product costing. Concentration Course. Dual Degree Student Approved Course. Prerequisite: ACC 260. (Offered Alternating Semesters) 3 credits

BUS 5030 ACCOUNTING THEORY
(formerly BUS 503)
Statements and pronouncements of the Financial Accounting Standards Board, the American Institute of Certified Public Accountants, the American Accounting Association, the Securities and Exchange Commission and the Government Accounting Standards Board are analyzed. Advanced theory in mergers, acquisitions and bankruptcies are studied. Concentration Course. Prerequisites: ACC 363, ACC 368. (Offered Alternating Semesters) 3 credits

BUS 5050 ACCOUNTING RESEARCH
(formerly BUS 505)
Knowledge of applied research is expected of accounting graduates. This course takes the position that an integration of real world events and ideas and the use of unstructured problems in the curriculum are needed for students to be successful in the accounting profession in today’s volatile global business environment. Students develop a foundation of applied accounting research and skills in handling application issues. Concentration Course. Prerequisite: ACC 368. (Offered Alternating Semesters) 3 credits

BUS 5070 COMPUTER AUDITING
(formerly BUS 507)
This course examines auditing theory and concepts and their relationship to management advisory services, electronic data processing and computerized management information systems. Concentration Course. Prerequisites: ACC 369, CIS 102. (Offered Alternating Semesters) 3 credits

BUS 5100 MARKETING MANAGEMENT
(formerly BUS 510)
This course provides a managerial view of the marketing process in a customer-driven organization. The course examines strategies and decision making as they relate to the design and implementation of marketing programs and the marketing mix. The critical role of marketing in strategic planning will be explored, as well as important international and ethical issues. Topics covered include gathering market and competitive intelligence; opportunity analysis; segmenting, targeting and positioning strategies; the role of marketing research; the new product development process; understanding consumer and business behavior; and developing integrated marketing communications. The course also studies emerging trends in both theory and business marketing practices. Core Course. Prerequisite: MKT 330. (Offered Alternating Semesters) 3 credits

BUS 5110 ORGANIZATIONAL BEHAVIOR
(formerly BUS 511)
This course is a study of individual and group behavior in organizational settings. The foundations, realities and challenges of the discipline are examined. Topics include motivation, team building, group dynamics, leadership, communication, decision-making, power and politics, negotiation and conflict management. Interpersonal and multicultural skills will be incorporated into the micro and macro perspectives of the course to help the graduate student operate effectively in a global environment. Core Course. Dual Degree Student Approved Course. Prerequisite: BUS 201. (Offered Alternating Semesters) 3 credits

BUS 5150 BUSINESS ETHICS
(formerly 515; Business Ethics and Professional Responsibility)
This course explores ethical concepts and issues important to business decisions. Students will discuss current business ethics issues such as executive compensation, corporate social responsibility and the challenges business managers face from all constituencies - shareholders, employees, communities, environmental interests and similarly situated groups. Students will explore how ethics can be integrated into strategic business decisions. Business cases will be analyzed to prepare students for ethical dilemmas they may face in their business careers. Core Course. Dual Degree Student Approved Course. (Offered Every Semester) 3 credits

BUS 5200 FINANCIAL STATEMENT ANALYSIS
(formerly BUS 520)
As managers and users, students must understand the measurement issues underlying financial statements before they can interpret and meaningfully use them. This course presents financial accounting in an economic context to help students make effective managerial decisions. Core Course. Dual Degree Student Approved Course. Prerequisites: ACC 260, ECO 200. (Offered Every Semester) 3 credits

BUS 5210 CORPORATE FINANCIAL MANAGEMENT
(formerly BUS 521)
This course examines theoretical principles and analytical techniques used in corporate decision making, including: capital budgeting, capital structure, dividend policy decisions, international financial management, corporate acquisitions, financial statement analysis and working capital management. Core Course. Prerequisites: FIN 350, BUS 585/5850. (Offered Every Semester) 3 credits

BUS 5230 ADVANCED TAXATION
(formerly BUS 523)
This course focuses on the importance of tax considerations in making business decisions. The principles of federal
The course covers all the major retirement-related issues: 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. Prerequisites: BUS 525/5250. (Offering Is Limited) 3 credits

**BUS 5450 ESTATE PLANNING**  
(formerly BUS 545)  
The course introduces the process of developing an estate plan. Topics covered include federal, estate and gift taxation techniques that reduce the size of a gross estate, wills, intestacy, probate, trusts and more. Prerequisites: BUS 525/5250. (Offering Is Limited) 3 credits

**BUS 5460 HUMAN RESOURCES MANAGEMENT**  
(also NUR 5460; formerly BUS/NUR 546) 3 credits

**BUS 5500 PERSPECTIVES ON STRATEGY**  
(formerly BUS 550)  
This course gives the student an integrative perspective on strategy. It provides the opportunity to sharpen analytical skills by exploring, in detail, selected concepts in management and marketing and by introducing additional frameworks specifically addressing strategic decisions. Topics include the concept of strategy, industry and competitor analysis, identifying and sustaining competitive advantage, developing and analyzing strategic options and crafting and implementing strategies. Concentration Course. Prerequisites: BUS 201, MKT 230. (Offered Every Semester) 3 credits

**BUS 5540 ACCOUNTING FOR HEALTHCARE PROFESSIONALS**  
(formerly BUS 554)  
Healthcare Accounting will provide an in-depth investigation and study of the use and application of accounting information as related to the decision making process in the healthcare arena. Subject matter consists primarily of methods and concepts for financial reporting and techniques of current and long term asset valuation. Emphasis will be placed on the not-for-profit accounting principles and the question of equity. Topics include third party payments, legal issues, reimbursement, fund-raising; as well as managerial accounting concepts and their relevance to business decisions. There will be a large focus on the study of cost behavior, cost volume profit relationships, standard and process costs and budgeting to foster a meaningful comprehension of managerial accounting. Concentration Course. Prerequisite: BUS 592/5920. (Offered Alternating Semesters) 3 credits

**BUS 5550 HEALTHCARE MARKETING**  
(formerly BUS 555)  
This course provides an in-depth understanding of the principles and concepts of marketing as they apply to healthcare organizations. Students gain a working knowledge of marketing tools and how to use them in the context of healthcare. Students build practical applied skills in analyzing healthcare marketing problems and developing healthcare marketing programs and strategies. Students will expand their understanding of the differences and similarities between health services marketing and social marketing. Concentration
BUS 5560 ECONOMIC EVALUATIONS IN HEALTHCARE
(formerly BUS 556)
Healthcare Economics will explore 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, methods of delivery, costs, pricing, and financing of 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. Concentration Course. (Offered Alternating Semesters) 3 credits

BUS 5570 HEALTHCARE FINANCE
(formerly BUS 557)
Healthcare Finance will provide students an opportunity to learn to manage the resource element of the Healthcare industry with a focus on hospitals, long-term care facilities and home health agencies. This class will address issues in Healthcare as they pertain to managers without a background in finance. Special attention will be given to budgeting and forecasting. Health care personnel and patient activities are analyzed from a financial management/cost analysis perspective within an environment of regulations and market competition. Concentration Course. (Offered Alternating Semesters) 3 credits

BUS 5580 HEALTHCARE ORGANIZATION AND DELIVERY
(formerly BUS 558)
Healthcare Organization and Delivery explores the history and development of the financing, delivery and organization of health services in the United States. The progression of health services over time in terms of demand, cost structure, sources and distribution of resources is examined in-depth. Particular attention is given to the political and social forces that gave rise to these changes, including most recently, the Affordable Care Act. Concentration Course. (Offered Alternating Semesters) 3 credits

BUS 5590 INVESTMENT MANAGEMENT
(formerly BUS 559)
This course describes the role of financial assets in the economy. It also evaluates the optimal way to combine financial assets into a portfolio given the trade-off between risk and return. Finally, this course describes a brief overview of securities markets. Concentration Course. (Offered Alternating Semesters) 3 credits

BUS 5600 ADVANCED TOPICS IN FINANCE
(formerly BUS 560)
The course is an intensive review of how returns on investments can be maximized. Topics, such as asset allocation, analysis of stock and bond market cycles, technical and analysis, behavioral analysis of investors, option and hedging strategies, advance topics in mutual funds, fixed income securities and portfolio construction are addressed. Not repeatable for cumulative credit. Concentration Course. (Offered Alternating Semesters) 3 credits

BUS 5610 FINANCIAL MARKETS AND INSTITUTIONS
(formerly BUS 561)
This course provides an overview of the various securities markets. It also describes depository institutions, insurance companies, investment banks, mutual funds and pension funds. (Offering Is Limited) 3 credits

BUS 5630 BRAND STRATEGY AND CATEGORY MANAGEMENT
(formerly BUS 563)
This course explores branding, brand equity and strategic brand management within a theoretical framework combining practical insights and applications for more effective decision making on a brand category level. The course provides a comprehensive foundation of the strategies and tactics that companies can use to help build value for stakeholders. Students will gain an understanding of all major components of marketing strategy and how effective integration can enhance the company’s profitability and marketplace position. Concentration Course. Prerequisites: BUS 510/5100. Concentration Course. (Offered Alternating Semesters) 3 credits

BUS 5640 GLOBAL MARKETING
(formerly BUS 564)
This course provides an in depth analysis of international marketing adopting a strategic and applied perspective when considering global, regional and country-specific environments. Students will gain an understanding of international marketing theory and practice within a complex and constantly changing global environment. Concentration Course. Prerequisites: BUS 510/5100. (Offered Alternating Semesters) 3 credits

BUS 5650 CONSUMER BEHAVIOR IN THE NEW MEDIA ENVIRONMENT
(formerly BUS 565)
The examination and application of consumer behavior is central to the planning, development and implementation of marketing strategies. This course provides students with an understanding of consumer behavior, using theory and concepts drawn from the social sciences combined with a real world focus on market applications for today’s complex and challenging business environment. This course takes a strategic look at the impact of the new media and the digital environment on consumer behavior, and the marketer’s ability to capture and utilize consumer data to help develop effective marketing programs. Concentration Course. Prerequisites: BUS 510/5100. (Offered Alternating Semesters) 3 credits

BUS 5670 RESEARCH DATA FOR MARKET INTELLIGENCE
(formerly BUS 567)
This is a course about gathering, analyzing and interpreting data about markets and customers. Over the last decade there has been an explosion in the quantity and quality of data available for market analysis, rapid advancements in technology and increased emphasis on customer relationship management throughout the company. Today’s firms are flatter organizations, relying on decentralized and entrepreneurial decision making to help maintain business growth in a competitive global environment. This course is designed to help
students become more effective marketing decision makers by providing the concepts, the tools and the opportunity to use them. Concentration Course. Prerequisites: BUS 510/5100. (Offered Alternating Semesters) 3 credits

**BUS 5700 INTERNATIONAL BUSINESS**
(formerly BUS 570)
This course introduces the graduate student to the field of international business management. The focus is on comprehending the new global strategic imperatives and the new transnational organizational demands. A variety of topics will encompass understanding one's host country environment, being sensitive to cross-cultural differences and being able to manage operations separated by the barriers of distance, language, time and culture. Concentration Course. Prerequisites: BUS 201, MKT 230. (Offered Alternating Semesters) 3 credits

**BUS 5800 MANAGERIAL ECONOMIC ANALYSIS**
(formerly BUS 580)
This course in managerial economics equips accounting students with the knowledge and skills required to use economic analysis to make business decisions involving the best use of an organization’s scarce resources. Prerequisites: ECO 251, ECO 252. (Offering Is Limited) 3 credits

**BUS 5850 QUANTITATIVE ANALYSIS SUPPORTING MANAGERIAL DECISIONS**
(formerly BUS 585)
This course provides the students with an overview of the methods and logic behind the quantitative tools and measurement techniques employed in a modern business setting. Topics include game theory, probability concepts and applications, decision trees, linear programming and simulation modeling. Core Course. Prerequisites: CIS 102, MAT 115 and Program Director’s Approval. (Offered Every Semester) 3 credits

**BUS 5860 PROJECT MANAGEMENT**
(formerly BUS 586)
Students will learn the role of a project leader. The students will gain the knowledge, skills, and disposition required to initiate, plan, execute, monitor, and ultimately close a project. Demonstrating ethical decision making as relates to project leadership, is an essential feature of this course. Completion of this course satisfies the eligibility prerequisite to sit for the Project Management Professional (PMP) Exam. 3 credits

**BUS 5920 HEALTHCARE CAPSTONE/STRATEGY**
(formerly BUS 592)
Healthcare Capstone/Strategy in conjunction with four other Healthcare specific courses will create a comprehensive knowledge base across the Business Healthcare Curriculum. This course examines the strategic, technological competitive, organizational and political challenges impacting the healthcare industry. The class will be structured around the perspective of the CEO executing the optimal strategic plan for the healthcare organization. Topics include strategies for addressing problems of cost, quality, risk assessment, access and the perspective of consumers, payers, providers and producers/suppliers. Evaluation will be made of today’s emerging legislation and its practical implications for the healthcare field. Project placement will afford students the opportunity to link ideas and concepts with real world application. Capstone Course is the final course after all major requirements have been met and a student is within six credits of graduation. Prerequisites: BUS 554/5540, BUS 555/5550, BUS 556/5560 and BUS 558/5580. Corequisite: BUS 557/5570. (Offered Alternating Semesters) 3 credits

**BUS 5950 CAPSTONE I**
(formerly BUS 595)
The Capstone course is the final course and assessment for the MBA program. The student must be able to apply and demonstrate what he or she has learned in the program. Students will interact as a team to work on a consulting problem. The team will develop a business idea, product, process or service that is solution-driven. This graduate course may incorporate seminar, team and online components. Due to the nature of this class, students will be expected to interact with the professor prior to the official start of the semester as the teams are formed. This capstone course is the final course after all major requirements have been met and a student is within 6 credits of graduation. BUS 5950 should not be scheduled in conjunction with any other graduate course. (Offered in Seven-Week Terms of Fall/Spring/Summer) 3 credits

**BUS 5951 CAPSTONE II**
(formerly BUS 597)
The Capstone course is the final course and assessment for the post master’s program. The student must be able to apply and demonstrate what he or she has learned in the program. Students will interact as a team to work on a consulting problem. The team will develop a business idea, product, process or service that is solution-driven. This graduate course may incorporate seminar, team and online components. Due to the nature of this class, students will be expected to interact with the professor prior to the official start of the semester as the teams are formed. This capstone course is the final course after all major requirements have been met and a student is within 6 credits of graduation. BUS 5951 should not be scheduled in conjunction with any other graduate course. (Offered in Fall/Spring/Summer) 3 credits

**BUS 5960 CFP CAPSTONE: COMPREHENSIVE CASE STUDIES IN FINANCIAL PLANNING**
(formerly BUS 596)
This is the capstone course that integrates the learning acquired in all the other courses for the MBA in Personal Financial Planning. Prerequisites: BUS 525/5250, BUS 530/5300, BUS 535/5350, BUS 543/5430 and BUS 545/5450. (Offering Is Limited) 3 credits
Division of Education

Programs of Study
Dear Teacher Candidates, Teachers and Colleagues,

Welcome to the Graduate Program of the Division of Education at Molloy College! By choosing to pursue graduate study in Education at Molloy, you have selected a rigorous program which will lead to a rewarding career. Our Graduate Programs are made up of educators with vast experience at the childhood and adolescent levels who are ready to share their expertise with you and mentor you along your career path. Additionally, our programs are accredited by the prestigious Council for the Accreditation of Educator Preparation (CAEP).

Since their inception, Molloy’s Graduate Education Programs have become well-respected throughout the educational community. Our programs lead to initial or professional certification in areas including early childhood, childhood, adolescence, special education, educational technology and Teaching English to Speakers of Other Languages (TESOL). We also offer dual degree programs leading to a BA/MS or a BS/MS degree and Post Master’s Degree Programs in TESOL and Special Education. Classroom-based action research and other research opportunities are exciting components of our professional certificate programs. Initial certificate programs include supervised field experiences, which will help you put your theoretical knowledge into practice in actual classrooms.

Our Doctoral Program in Education, known as “Educational Leadership for Diverse Learning Communities” leads to an Ed.D. Degree. This program has attracted talented individuals from a variety of fields who wish to implement positive educational policy change and ensure educational equity for all learners.

Regardless of the program you choose, Molloy faculty mentors will guide you along every step of the way. I am confident that you will find a stimulating academic environment in all our graduate classes, which will help you to further your professional growth. I wish you every success as you embark upon or continue your professional training in our Graduate Education Program.

Sincerely,

Joanne O’Brien, Ed.D.
Dean of the Division and Professor of Education
Dear Teachers and Teacher Candidates:

Welcome to the Graduate Education Program at Molloy College! Congratulations on your choice of a career in which you can change the world -- one student at a time.

The fact that you are reading this section of the catalog indicates that you are interested in our most noble profession, one which will allow you to truly make a difference. Founded by the Dominican Sisters of Amityville in 1955, Molloy College has from its beginning enjoyed an outstanding reputation for educating teachers who are effective leaders in schools throughout Long Island and surrounding areas.

Molloy’s Master of Science Degree offers twelve different programs including Early Childhood Education, Childhood Education, Adolescent Education in biology, English, mathematics, social studies and Spanish, Special Education on both childhood and adolescent levels, Educational Technology PK-12, and Teaching English to Speakers of Other Languages in grades PreK-12, which provide you with the opportunity to match your special interests and talents to the needs of the students you will teach. You also have the opportunity to combine courses and receive dual certification or to extend your existing certification through our Post Masters Advanced Certificate Programs.

Graduate Education professors possess the highest academic credentials, are experienced in research and publishing, and bring many years of classroom and administrative experience to enhance their teaching. They have your individual success as their goal. Your personal advisor will be a full-time faculty member with expertise and experience in your certification area. Class size is limited to facilitate interactive learning and personal attention.

We are extremely proud of our graduates who represent us as an outstanding quality program, accredited not only by Middle States Association of Colleges and Secondary Schools, but also by the Council for Accreditation of Educator Preparation. If you are seeking a challenging and rewarding life, be it your initial position or a career change from another field, I invite you to take that first exciting step on your successful journey here at Molloy College. I welcome you to the Dominican heritage of excellence in a values-centered teacher education program.

Audra Cerruto, Ph.D.
Associate Dean and Director
Graduate Education Programs
Education Master’s Programs

K326 Kellenberg Hall
516.323.3115
K217 Kellenberg Hall
516.323.3110

Joanne O’Brien, Ed.D., Dean of the Division of Education
Audra Cerruto, Ph.D., Associate Dean and Director Graduate Programs in Education
Vincent Tumminello, M.S., Coordinator of Graduate Programs and Certification Officer
Eve Dieringer, Ed.D., Director of Clinical Experience and Teacher Assessment
Joanna Alcruz, Ph.D., CAEP Coordinator
CAEP Data Manager: Ellen Harold
Computer Lab Associates: Ellen Harold and Rickey Moroney
Dean Emerita: Maureen T. Walsh


Professors: Michelle Chamblin, Audrey Cohan, Maria Dove, Vicky Giouroukakis, Andrea Honigsfeld, Jacqueline Nenchin, Joanne O’Brien, Marjorie Schiering, Laura Shea-Doolan, Maureen T. Walsh

Associate Professors: Patricia Hinds-Mason, Linda Kraemer, Tricia Kress, Kevin Sheehan, Alexandria Wolochuk, O.P.

Assistant Professors: Joanna Alcruz, Margaret Blair, Audra Cerruto, Madeline Craig, Patricia N. Eckardt, Maria Esposito, Carrie McDermott, Allison Roda, Mubina Schroeder, Francine Wisnewski

Adjunct Assistant Professor: Debra LoVerde

Adjunct Instructors: Tracy Alesia, Mitchell Bickman, Mary Brower, Brian Ciampo, Stephen DiGiorgio, Xiomara Flowers, Robin Fruman, Erin Holtkamp, Gloria Joanne Kramer, Patrice Kuntzler, Jason Manning, Rickey Moroney, Megan Pavlick, Lisa Peluso, Melanie Picchioni, Jessica Ryan, John Salvato, David Smith, Denise T. Smith, Catherine Turano,

Please note that Molloy College has developed hybrid courses for some graduate programs. A hybrid course combines face-to-face classroom instruction with online/distance learning. At Molloy, more than 50% of a hybrid course is scheduled in a traditional classroom environment and the remaining time is completed out of the classroom. Hybrid courses have been launched in the Graduate Education “core courses” required for all tracks. The number of hybrid courses will increase in subsequent semesters.

Suffolk Center and Extension Site
Molloy College Graduate Education programs are offered at Molloy College Suffolk Center on Route 110 in Farmingdale.

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A select number of courses are also offered at the following extension site:
St. John the Baptist High School (West Islip)
These credit bearing courses are included in the degree requirements for the Master of Science Degrees and are taught by professors who teach at Molloy College following the same syllabi as courses taught at the main campus.

Division of Education — Philosophy and 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 Professional Education Unit 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 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. It is the responsibility and goal of the faculty to guide students through pedagogically valid and intensely challenging learning and service experiences that empower teacher candidates to serve as leaders in schools and communities.

This Conceptual Framework relates directly to Molloy College’s Strategic Plan and is supported by the four pillars of Dominican life: prayer, study, preaching and community that we interpret as:

- Spirituality and Reflection
- Research and Teaching
- Service
- Community

Core Values and Dispositions

The Molloy College Teacher Education 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 Professional Education Unit’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. The Molloy Teacher Candidate:

- 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 principles 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
- Pursue a course of action grounded in study, contemplation and reflection

To meet the vision of the Education Program, Molloy seeks to:

- Identify, recruit and retain faculty who are eager to represent, support and promote the shared vision and purpose of the professional 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 PK-12 schools to design collaboratively 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 Division of Education are categorized as the knowledge, skills and dispositions which impact on student learning outcomes. Molloy College Division of Education 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 professional associations: Association for Childhood Education International, National Council for Social Studies, National Council of Teachers of English, National Council of Teachers of Mathematics, National Council for Social Studies, National Science Teachers Association, Council for Exceptional Children, and TESOL (Teaching English to Speakers of Other Languages).

For candidates who are new to the teaching profession and who are enrolled in programs leading to initial certification, an innovative course of study which is sufficiently flexible to benefit the adult learner is provided. These candidates who are changing careers or returning to teaching acquire a pedagogical knowledge base on which to continuously build effective teaching skills and strategies and learn how to become effective classroom facilitators who meet students’ diverse needs. This program encourages learning from observation, participation and research in order to ascertain “best practices.” Field experience culminating in full-time student teaching is the capstone of this program.

The Division of Education views the candidates and faculty as interactive, supportive and has as its primary mission the success of candidates. A student-centered philosophy is the key to the Master of Science Programs. This includes a one-on-one advisement process and closely monitored, individualized, in-depth field supervision which includes placement in diverse settings and in high-needs schools.

The Molloy College Mission Statement directly impacts the Division of Education and provides the rationale for the Master’s Programs. The philosophy of the College states, “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. Graduate education fosters a high level of scholarly inquiry for expansion of knowledge, self-enrichment and achievement of personal and professional goals.” Based upon this philosophy, Molloy College has an established and well-respected Division of Education committed to the preparation of knowledgeable, creative and challenging teachers.

**Code of Professional and Ethical Behaviors**

The Molloy College Division of Education Code of Ethics is adopted from the New York State Code of Ethics for Educators, which is a
public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. All candidates are expected to subscribe to the code of professional and ethical behaviors. Their adherence to the code of ethics will be evaluated throughout educational practica by field supervisory faculty and clinical faculty. Each candidate must seriously assume the above responsibilities to maintain good standing in the Educator Preparation Program. Failure to do so may result in dismissal from the program.

The Molloy Learning Objectives

The spiritual development of students is fostered in the Molloy College environment, where academic freedom, the process of inquiry, and respect are modeled. Teacher candidates at Molloy College are challenged to meet high personal and professional expectations and goals and to meet the Molloy Learning Objectives listed below:

- Master the teaching requirements and content areas of the elementary school curriculum and the specific subject areas of the secondary school curriculum as evidenced by successful completion of the required New York State Education Department certification requirements so as to ensure maximum learning for all students
- Demonstrate in unit planning and lesson delivery the incorporation of adapted teaching methods, materials and procedures which address the varied cultural, socio-economic and diverse learning styles of all students including those with special needs and those for whom English is a second language
- Evidence the ability to advocate for social justice issues and students’ needs through student centered teaching and re-teach analysis of social concerns which affect student learning
- Integrate into lesson planning and delivery the use of technology which will enhance students’ knowledge, skills and dispositions
- Utilize appropriate technology in designing and conducting action research, thesis compilation and poster presentation
- Formulate and revise personal philosophy of education which evidences integrity and commitment to ethical and social justice issues
- Evidence appreciation for students’ intellectual and social growth through lesson planning and including cooperative learning experiences
- Document students’ intellectual and social growth through data collection and documentation during action research
- Reflect upon personal professional practice as evidenced by advocating for ethical treatment of students and families
- Demonstrate enthusiasm and passion for teaching and learning as evidenced by well-developed unit plans and lesson plans which motivate and challenge students
- Design and utilize various types of formative and evaluative assessments to improve curriculum and measure students’ progress though lesson planning and delivery
- Collaborate with parents, school administrators and other teachers and professionals to impact students’ learning
- Research and evaluate contemporary scholarly research and theories of best practices which produce student learning as demonstrated by action research documents
- Investigate new and proven educational theories and practices
- Design classroom procedures to create a community of learners

Admissions Requirements for Division of Education Programs

For admission to graduate education programs:

- Applicants for admission and matriculation are required to possess an appropriate Baccalaureate Degree from an accredited college or university.
- Candidates who wish to pursue a program leading to professional certification must possess initial New York State Teaching Certification and have the prerequisites required by New York State Education Department for the professional certification.
- Candidates who are entering the teaching profession and seeking initial certification must have taken appropriate major courses in content areas and liberal arts concentration to satisfy the requirements of the New York State Education Department for teacher certification. Any candidate who needs to complete prerequisite courses is required to do so as soon as possible, but definitely prior to completing 12 credits in the Graduate Program.
- No credit is given for life experience.
- A candidate who has failed to successfully complete the Molloy College Undergraduate Education Program cannot be admitted to the Graduate Education Program.

In addition, applicants must:

- Submit an official transcript of all undergraduate work and any prior graduate courses taken. Transcripts will be evaluated according to New York State Education Department regulations and upon approval of the Program Director, Molloy College will accept up to a maximum of six (6) graduate transfer credits having a grade of “B” or better from another accredited college or university. These credits must have been completed within the last five years and must correspond in content to courses offered in the Molloy College Graduate Education Program.
• Complete the graduate degree program application including an essay regarding personal academic goals.
• Have achieved a minimum of 3.0 overall grade point average in undergraduate work. (Candidates having a GPA between 2.8 and 3.00 may be accepted on probationary status.) Applicants are required to take the GRE or MAT for admissions to the program.
• Possess computer skills related to application software, information processing and internet access.
• Submit three letters of reference from former college professors and/or professional associates.
• Participate in a personal interview with the Program Director and/or Coordinator of Graduate Programs.
• Evidence appropriate dispositions necessary for becoming a professional educator who can successfully teach all students in inclusive classrooms. Applicants who lack necessary dispositions may be counseled to choose another profession.
• Attend a mandatory orientation session.
• Submit an acceptable writing-on-demand sample. If the sample does not meet the acceptable criteria, the candidate is required to attend, at a minimum, four remedial sessions in the Writing Lab.
• Provide proof of immunization. Candidates who have not fulfilled this requirement cannot be admitted to class.
• Nine (9) credits per semester is considered full-time in graduate programs.

Education Program Progression Policies

Candidates who have not fulfilled the progression requirements of the program may not be admitted to subsequent classes. Any student receiving a grade of Incomplete is required to fulfill the course requirements by the date specified in the Academic Calendar. A grade of “I” automatically becomes a grade of “F” after this time. After the completion of six (6) credits, non-matriculated students cannot be permitted to register without having made formal application to the program and received a letter of acceptance.

Progression for Initial Certification

Prior to full-time student teaching, it is required by New York State Education Department that the candidate spend 100 hours observing and participating in classroom experiences in a field setting. At least 20 of these hours must be spent in a “High-Needs” area. Candidates must register for the program specific section of EDU 500 Apprentice Field Experience Phase I and also submit the Application to Apprentice Experience Form to the Field Placement Office. Candidates may not begin field observations until contacted by their field advisor and scheduled for two seminars. A reflective format is required. Arrangements for the initial 40 hours of observation time are coordinated through the Director of Field Placements. Candidates may observe in an elementary, secondary or middle school of their choice or may be placed by the Molloy College Education Division. Successful completion of the Apprentice Field Experience is required for progression to the Pre-Professional phase.

Candidates must register for the program specific section of EDU 550 (Childhood Programs) or EDU 554 (Adolescent Programs) Pre-Professional Field Experience Phase II and also submit the Pre-Professional Field Placement Application to the Field Placement Office. Sixty additional hours of observation/participation are necessary prior to student teaching. Candidates are periodically supervised by a Molloy College Professor during these hours of observation/participation in a field school experience. Successful completion of the observation/participation phase is required prior to admittance to student teaching. Requests for all phases of field experience must be submitted to the Field Placement Office according to the following schedule:

March 1 for Fall Placement, October 1 for Spring Placement.

Failure to observe this deadline may result in lack of placement until the following semester. Any candidate who does not demonstrate the required knowledge, skills and dispositions necessary for successful student teaching, may be required to withdraw from the Program or to repeat the Pre-Professional Experience. This determination is made by the Graduate Program faculty with input from the field supervisors and co-operating teacher and approved by the Director of Field Placements and Clinical Experiences and the Director of the Graduate Education Program. If field experience needs to be extended because the candidate has failed to successfully demonstrate the knowledge, skills and dispositions required, this will negatively affect the candidate’s final grade.

Student Teaching is the culmination of the Programs leading to Initial Certification. Candidates are required to student teach for one college semester; half of the semester is spent in grades 1–3 or 7–9 and the other half in grades 4–6 or 10–12. Candidates pursuing Early Childhood and Childhood Dual Certification are required to have experience in birth–grade 2 and in grades 3–6. Candidates in the TESOL or Special Education Programs are required to engage in field experiences and student teach in these areas. Application for student teaching must be submitted to the Field Placement Office. In addition to submitting the proper form to the Field Placement Office, candidates are required to register for the proper section of Phase III at the time of advisement. Molloy College Education Department places candidates for the student teaching experience and appoints a college professor as the candidate’s field supervisor. Candidates engaged in student teaching are required to participate in weekly seminars. Candidates pursuing Early Childhood and Childhood Dual certification are required to have three experiences in Birth to Grade 2, Grades 1-3 and Grades 4-6.

Pedagogical and content knowledge is a prerequisite for student teaching. It is expected, therefore, that candidates will have successfully completed the Academic Literacy Skills Test (ALST), Educating All Students (EAS) and Content Specialty Tests (CST) prior to student teaching. Candidates preparing for Dual Certification need to successfully complete the Content Specialty Test (CST) in both areas. During student teaching, students will be required to submit a video and appropriate commentaries based on teaching
When taking NYSED examinations, candidates are required to list Molloy College as a recipient of their scores. Candidates also are required to provide their advisor with printed evidence of their scores immediately upon accessing them via the internet.

Candidates for initial teaching certification are required by mandate of New York State Education Department to have placement experience in a high needs district.

Teacher candidates who are already teaching without NYSED Certification are required to register for all field experiences including student teaching. These candidates will fulfill their field experiences and student teaching and will be observed in the classroom in which they are teaching. These experiences must be in the area and grade(s) of the certification to be attained. In the event that only one of these required levels (1-3, 7-9) and (4-6, 10-12) can be observed in the candidate’s position, the candidate and Molloy College Field Placement Office will arrange for the additional experience in order to fulfill NYSED requirements for Teacher Certification.

**Progression for Professional Certification**

Candidates in programs leading to professional certification are required to possess initial certification. A copy of Initial Certification is required at time of entrance to program. These candidates are guided by faculty advisors in course selections leading to additional certification areas if so desired. The writing and presentation of an action research thesis is the culmination of these programs. Preparation for this capstone experience is provided in EDU 547 which should be taken during the next to last semester and immediately preceding EDU 549 which is the final research course.

Progression through programs leading to professional certification requires the approval of the candidate's advisor at the completion of specific stages in the Program. Candidates engaged in 1-12 credits are considered in Stage I, candidates engaged in acquiring 13-30 credits are considered in Stage II. Successful completion of Stages I and II are necessary to apply for admission into Stage III Thesis preparation (EDU 547) and Thesis completion (EDU 549) which are taken in sequence over two semesters. Approval by Molloy College Institutional Review Board (IRB) is required before a candidate may begin research data collection.

Advisor approval to progress to the next stage requires successful completion of specific benchmarks which need to be documented in the candidate's electronic portfolio. These benchmarks and other criteria need to reflect the candidate's growth in knowledge, skills, disposition and impact on students' learning. Any candidate who does not successfully complete the research requirements of EDU 547 cannot be permitted to advance to EDU 549 and must repeat EDU 547 prior to progression.

**Progression for Special Education—Initial Dual Certification**

Candidates who are in a dual certification programs need to have field experiences in both areas of the certificate. During the Apprentice Experience, candidates observe in classrooms where inclusion of students with special needs is practiced and also observe across the continuum of special education placements. Journal entries and reflections should evidence observation of regular education and special education practices.

Pre-Professional Experience should reflect attention in classroom observation and participation which addresses the needs of students with special needs as well as those students in regular education programs.

Professional Student Teaching Experience requires two placements (1–3, 4–6 Childhood; 7–9, 10–12 Adolescence). One of these placements must be in a setting in which the candidate has direct experience with students with special needs. Any teacher candidate who fails to demonstrate the proper knowledge, skills and dispositions required to successfully complete the program and become a professional educator may be counseled out of the Program and encouraged to pursue another career.

**Progression for Special Education Professional Certification Program**

Candidates who possess initial teaching certification in childhood 1–6 or adolescence 7–12 (biology, English, mathematics, social studies, Spanish), and have engaged in a student teaching experience in that area need to complete a Practicum of at least 20 days in a special education setting. Candidates are required to attend seminars during their Practicum experience.

Candidates who possess initial teaching certification in childhood or adolescence 7–12 (biology, English, mathematics, social studies, Spanish) but who had student teaching waived because of previous teaching experience need to engage in student teaching experience in special education. This special education student teaching is equivalent to the semester experience. Candidates engaged in student teaching or in Practicum experience are placed by Molloy College Field Placement Office and are supervised by Molloy College Field Supervisors.

Candidates who possess initial teaching certification in special education take an additional 3 credit course in special education in place of the Practicum experience.

**Progression for TESOL**

Certification in TESOL includes grades PK–12. Therefore, it is required that the candidate have experience in all areas of the certificate. This experience is addressed during the entire field experience with special emphasis during the Professional student teaching experience in the areas of dual certification where applicable.

Candidates who already possess certification in a specific area/content will have the opportunity to be exposed to TESOL experiences in areas other than their present or previous teaching experience. Candidates engaged in student teaching or in Practicum experience are placed by Molloy College Field Placement Office and are supervised by Molloy College Field Supervisors.

**Education Master’s and Post Master’s Program Policies and Practices**

Molloy College Graduate Programs in Education adhere strictly to New York State Education Department requirements for teacher certification and include the required field experiences. No credit is granted for learning derived from life experience.

**NOTE:** The Division of Education 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 New York State Education Department. Students are responsible for meeting all program requirements, including new NYSED teacher certification tests.

In accordance with New York State Education Department and Molloy College regulations, all candidates working toward initial teacher certification must attend workshops in the training for Identification of Child Abuse and Neglect, Dignity for All Students Act (DASA) and School Violence Prevention/Intervention. These workshops are held on the Molloy College campus several times each semester. Candidates are also required to be fingerprinted upon acceptance into the Program.

Prior to student teaching, students must demonstrate an acceptable level of written and oral English language skills and receive a satisfactory evaluation from field supervisors and course professors and have completed the required number of hours observing and participating in field school classrooms. All prerequisite courses needed for New York State Teacher Certification must be completed prior to student teaching.

Education students are responsible for all transportation to and from their field school placements.

New York State Education Department mandates successful completion of teacher examinations in order to be initially certified (EAS, CST(s) and edTPA).

Teacher candidates are admitted with full acceptance, provisional academic acceptance or are given non-matriculated status depending upon their fulfillment of admission requirements. In order to guide candidates in assessing their areas of strength and possible deficits and to guide them in remediating areas in which prerequisite knowledge may be lacking, the department may utilize potential diagnostic tools that will enable the division to assist candidates to meet the standards set by New York State Education Department (NYSED) for teacher certification.

Graduate Education Program Faculty advisors discuss with candidates the potential diagnostic tools that could be used to ascertain their ability to meet the standards set by New York State Education Department. For example, successful completion of the following diagnostic tools, ALST and CST, will ensure mastery of content necessary to achieve NYSED teaching certification.

Molloy College Division of Education will guide candidates in identifying areas where additional knowledge is needed so that they will be successful in attaining a Masters’ Degree and teacher certification. Because content knowledge is prerequisite for classroom teaching, candidates are required to meet the content areas for certification prior to student teaching. Candidates who successfully complete the required courses and field experiences will be recommended by Molloy College for certification. Molloy College reserves the right to deny recommendation for Certification to any candidate who fails to successfully complete all program requirements or who does not evidence the knowledge, skills, and dispositions required by the teaching profession.

Candidates are responsible for ascertaining and fulfilling all requirements necessary to obtain New York State Teacher Certification. These requirements and information re: New York State Education Department can be found at www.highered.nysed.gov/tcert/.

Non-matriculated candidates may not exceed twenty percent of the total enrollment in any graduate course and will be accommodated on a space-available basis.

**Annual Institutional Report Data**

The Molloy College Division of Education had a total of 119 (graduate and undergraduate) program completers in the academic year 2014-2015. The students who took the New York State Teacher Certification Examinations had a 95% passing rate on the Educating All Students Test and on edTPA there was a 90% passing rate with 54% of students scoring at mastery level.

**Academic Integrity**

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. Academic infractions are subject to disciplinary action.

Plagiarism, defined as a “failure to document the direct words of another or the rephrasing of another’s work so as to represent them as one’s own,” is inconsistent with the values and dispositions required for teaching and with the philosophy of Molloy College. Incidents of suspected plagiarism will result in the following:

- Conference with the course professor
- Conference with the Program Director
- 0% grade and no credit for the assignment which contains plagiarized material
- Possible course failure and repetition of the course
- Referral to the Associate Dean for Academic Support Services.

**Dispositions for Teaching**

According to the Council for the Accreditation of Educator Preparation (CAEP), Dispositions for Teaching are defined as: “The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and attitudes related to values such as caring, fairness, honest, responsibility, and social justice.” Dispositions for teaching are assessed at the initial interview for acceptance into the Graduate Programs. Candidates are periodically assessed during each of the three phases of 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 Program Director, the Division Dean 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.

**Code of Professional and Ethical Behaviors**

The Molloy College Division of Education Code of Ethics is adopted from the New York State Code of Ethics for Educators, which is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. All candidates are expected to subscribe to the code of professional and ethical behaviors. Their
adherence to the code of ethics will be evaluated throughout educational practica by field supervisory faculty and clinical faculty. Each candidate must seriously assume the above responsibilities to maintain good standing in the Educator Preparation Program. Failure to do so may result in dismissal from the program.

Professional Portfolio Requirements

Portfolio compilation is an assessment requirement of all candidates in Programs in Graduate Education. Evidence of successful completion of all Benchmark Performances with the appropriate rubric, artifacts from coursework, reflections from field experiences and evidence of dispositions for teaching must be included in the Electronic Portfolio, which is discussed and approved by the candidate’s advisor each semester.

Email Accounts

Molloy College faculty communicate with candidates personally and via email. It is mandatory that every candidate utilize a Molloy College email account assigned upon initial registration into the program.

Summer Courses

Courses are offered during a five-week period in May-June and another five-week period in July-August. These courses meet twice a week for three hours duration. Course content, goals, objectives and assignments are the same as those required during the fall and spring semesters of fifteen weeks duration. Therefore, candidates are advised to take no more than one three credit course in each of these summer sessions. Candidates are expected to be present for every class session. Absence from a class may result in lowering of the course grade or the necessity of repeating the course.

Advisement

Molloy College assigns a personal advisor to each candidate to facilitate his/her progress through the programs. It is the responsibility of the candidate to schedule an appointment with this advisor each semester prior to registering for courses. Candidates are required to submit their portfolio, including benchmarks and rubrics, at advisement each semester. Ultimately it is the responsibility of the candidate to select the required program 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 that course in the following semester. 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 due to academic failure may not be readmitted to the Program. Candidates may withdraw from the same course no more than two times.

Students must maintain a GPA of 3.0 or better in order to begin student teaching.

Benchmark Performances

All teacher candidates are required to submit benchmark performance assignments on their e-portfolio account. Upon admission to Graduate Education Programs all student are required to pay a fee for their electronic portfolios by registering for EDU 501E. If these assignments are not submitted by the last class in each semester, teacher candidates will receive a failing grade for that benchmark assignment and will not be able to progress to the next semester.

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.

Provisional Academic Status

Students who have been accepted into the M.S. Program, but have not fully met the Graduate Admission criteria, may register for courses and must receive a minimum grade of “B” in the first 6 credits taken. Re-evaluation for continued matriculated status will follow completion of these courses. Failure to achieve a grade of “B” or better in the first 6 credits taken will result in dismissal from the Program.

Graduate Education Commencement and Honors

Graduate Education Program honors are awarded to candidates of outstanding scholarship in their area of concentration on Graduate Hooding and Class Night. To be eligible for consideration, a candidate must have a cumulative grade point average of 4.0 and have demonstrated outstanding disposition for teaching. In the event that several teacher candidates are eligible for honors, the final decision will be made by the Graduate Program Faculty.

Exceptional student teaching experience is considered in awarding Graduate Program Honors and Honorable Mention in the Initial Certification Program. Outstanding thesis completion and presentation is considered in awarding Honors and Honorable Mention in the Professional Certification Program.

December and May graduates are eligible for Honors. Teacher candidates who complete degree requirements during the summer and graduate in August are not eligible for honors which are conferred at Graduate Hooding and Class Night in May.

Note: Graduate Education students who are within three (3) credits of program completion and have registered for these credits to be taken at Molloy College during the summer session are permitted to participate in the commencement ceremonies held in May. The names of these students will not appear in the Commencement Brochure.

Attendance Policy

Since the classroom experience consists of an exchange of ideas and discussion which cannot be replicated, candidates are expected to attend all classes punctually and regularly. Attendance and class participation represent a portion of a candidate’s final grade in all graduate education courses. Students who are absent more than THREE times during the course of a semester may be required to repeat the course. It is the student’s responsibility to contact the professor if there are any problems.

Retention

An exit interview with the candidate’s advisor and the Program Director is required for candidates who choose to change their program or withdraw from Molloy, as well as for students whose
grades or dispositions do not meet program requirements.

**Incomplete Policy**

The grade of “I” is applied in a course when the candidate has not completed all course requirements. It is a substitute grade given only with the approval of the instructor and Graduate Program Director at the specific request of the candidate prior to the end of the course. Requests for an incomplete need to be made in writing and demonstrate need other than incomplete coursework. Approval is granted only when the student demonstrates circumstances beyond his/her control which temporarily prevents completion of the coursework. All “Incompletes” must be resolved by the dates indicated in the Academic Calendar for each semester. Any extension beyond the published dates of the Academic Calendar requires written approval of both the instructor, the Director of the Graduate Program and the Vice President of Academic Affairs. Any grade of “I” which is not converted to a letter grade within the time allotted, automatically becomes an “F.”

**Exit Interviews**

An exit interview with an advisor is required prior to applying for graduation. Candidates are to bring their completed portfolio to this interview. At the completion of all coursework, candidates again meet with their advisor to finalize their recommendations for certification. **A final exit interview is required for graduation.**

**Attendance at Professional Workshops and Conferences**

Participation in professional workshops and conferences is an integral part of being a well-informed teacher. All teacher candidates are required to attend one Molloy College sponsored workshop/conference each semester. These conferences are usually held on the Molloy College Campus and are presented by Nassau Reading Council, Phi Delta Kappa, Molloy Chapter of Kappa Delta Pi, Council for Exceptional Children, etc. A Conference Report Form needs to be submitted for each conference attended.

**Facilities**

An Education Technology Lab, located in K324 Kellenberg Hall, and a Model Classroom, located in K222 Kellenberg Hall, is equipped with hardware and software reserved for education teacher candidates. In addition, graduate students may utilize computer labs located in the Wilbur Arts Building, the Public Square and at the Suffolk Center in Farmingdale.

**Council for Exceptional Children—CEC**

The Council for Exceptional Children includes professionals involved in the education of students with special needs. Membership is also open to qualified regular education teachers through Molloy’s inclusive programs for teacher preparation.

**Association for Childhood Education International—ACEI**

The Association for Childhood Education International promotes and supports optimal education and the development of children in a global community. ACEI influences the professional growth of educators and the efforts of others who are committed to the needs of children in a changing society. ACEI membership is open to any individual concerned for the education and well-being of children.
**Education Master’s and Post Master’s Programs**

The New York State Education Department has final authority to establish criteria for teacher certification. The Molloy College Education Department adheres to all New York State Education Department criteria for teacher certification. Candidates are required to fulfill the requirements in all programs leading to teacher certification as stated in the Molloy College Catalog.

All programs in Graduate Education are blended programs. Courses offered in hybrid delivery will be noted each semester on the published course listing.

The following programs have been approved and accredited by New York State Education Department and Council for the Accreditation of Educator Preparation (CAEP):

**Programs Leading to Initial Certification:**
- Teacher of Childhood Education (Grades 1–6)
- Teacher of Adolescent Education (Grades 7–12) in the following subject areas: Biology, English, Mathematics, Social Studies, Spanish

**Programs Leading to Dual Initial Certification:**
- Teacher of Childhood Education (Grades 1–6)/ Teacher of English to Speakers of Other Languages TESOL (PK–12)
- Teacher of Childhood Education (Grades 1–6)/ Early Childhood (Birth - Grade 2)
- Teacher of Adolescent Education (Grades 7–12)/ Teacher of English to Speakers of Other Languages TESOL (PK–12) — Adolescent subject areas: Biology, English, Mathematics, Social Studies, Spanish
- Childhood Education/Teaching Students with Disabilities in Childhood Education (Grades 1–6)
- Adolescent Education (Grades 7–12) in the following subject areas: Biology, English, Mathematics, Social Studies, Spanish/Teaching Students with Disabilities in Adolescent Education Generalist (7-12).

**Programs Leading to Professional Certification for Those Already Possessing Initial Certification:**
- Teacher of Adolescent Education (Grades 7–12) in the following areas: Biology, English, Mathematics, Social Studies, Spanish
- Teaching Students with Disabilities in Childhood Education (Grades 1-6)
- Teaching Students with Disabilities in Adolescent Education/Generalist (Grades 7-12)

**Programs Leading to an Additional Area of Certification for Those Already Possessing an Initial Certification:**
- TESOL (PK–12) (Initial/Professional Certification Program)
- Teaching Students with Disabilities in Childhood Education (Grades 1-6) (Initial/Professional Certification Program)
- Teaching Students with Disabilities in Adolescent Education/Generalist (Grades 7-12) (Initial/Professional Certification Program)
- Educational Technology (PK-12) (Initial/Professional Certification Program)

*Once these programs are completed and a degree is earned, candidates may apply for Professional Certification in the first area of Initial Certification through the NYSED Teach Online System.

**Post-Master’s Certificate Programs:**
- Teacher of English to Speakers of Other Languages TESOL (PK-12)
- Teacher of Students with Disabilities in Childhood Education (Grades 1-6)
- Teacher of Students with Disabilities in Adolescence Education/Generalist (Grades 7-12).

**Certification Extensions:**
- Bilingual
- Severe and Multiple Disabilities
- Initial Extension Annotation for Biology 5-6, ELA 5-6, Mathematics 5-6, Spanish 5-6, Social Studies 5-6

**Mandated Workshops:**
- Training in the Identification and Reporting of Child Abuse and Neglect
- School Violence Prevention and Intervention
- The Dignity for All Students Act (DASA)

**Programs of Study Leading to M.S. in Education Degrees**

Programs leading to M.S. degrees are listed according to the certification areas of childhood or adolescent. For the adolescent programs, the listings are separated by the content areas of Biology, English, Mathematics, Social Studies and Spanish.

TESOL (PK-12) for professional certification or additional initial certification is listed separately (following Childhood and Adolescent).

Programs leading to certification in Special Education are listed in the sections on Childhood or Adolescent Education. Early Childhood/Childhood Dual Initial Certification Degree programs are listed in the Childhood section.

**Childhood Education Programs**

**CHILDHOOD EDUCATION (1-6) - INITIAL CERTIFICATION - M.S.**

New York State Registered Program Code: 25663
HEGIS Code: 0802.00 {Elementary Education, General}
Molloy Program of Study Code: M1CE

Certification with NY State is for Initial Certification in Childhood Education.

<table>
<thead>
<tr>
<th>Required Courses (36 credits):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000</td>
<td>Apprentice Field Experience in Early Childhood/Childhood Inclusive Classroom</td>
</tr>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
</tr>
</tbody>
</table>
EDU 5000 Apprentice Field Experience in Early Childhood/Childhood Inclusive Classroom 0
EDU 5010 ePortfolio 0
EDU 5020 Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12 3
EDU 5030 Methods of Teaching Science 3
EDU 5040 Interdisciplinary Birth - Grade 2, Childhood 1-6, and Middle Childhood Teaching Methods for Diverse Learners 3
EDU 5050 Advanced Methods of Teaching Mathematics in Inclusive Early Childhood, Childhood, and Middle Childhood Classrooms 3
EDU 5060 Integrated Language Arts and Reading for the Inclusive Classroom of Diverse Learners in Early Childhood and Childhood Settings 6
EDU 5070 Methods of Teaching Social Studies in Birth - Grade 2/Childhood and Middle School Inclusive Classrooms 3
EDU 5080 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6 and Adolescence 7-12 3
EDU 5090 Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration 3
EDU 5100 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth - Grade 2, Childhood 1-6 and Adolescence 7-12 3
EDU 5110 Pre-Professional Childhood Field Experiences in Inclusive Classrooms 0
EDU 5120 Student Teaching Seminar - Childhood (Grades 1-6) 0
EDU 5130 Student Teaching Childhood Grades 1-3 (Full-time teaching experience) 3
EDU 5140 Student Teaching Childhood Grades 4-6 (Full-time teaching experience) 3

**Total Credits Required:** 36

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a "high-needs" school setting. These schools/districts are designated as such by NYSED.

**CHILDHOOD EDUCATION (1-6)/EARLY CHILDHOOD (BIRTH - GRADE 2) - DUAL INITIAL CERTIFICATION - M.S.**

New York State Registered Program Code: 32801
HEGIS Code: 0802.00 (Elementary Education, General)
Molloy Program of Study Code: M1CEB

Certification with NY State is for Dual Initial Certification in Early Childhood (Birth - Grade 2) and Childhood Education (1-6).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 5004</td>
<td>Apprentice Field Experience in Childhood/TESOL Inclusive Classroom Dual Program</td>
</tr>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
</tr>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
</tr>
<tr>
<td>EDU 5030</td>
<td>Methods of Teaching Science</td>
</tr>
<tr>
<td>EDU 5050</td>
<td>Advanced Methods of Teaching Mathematics in Inclusive Early Childhood, Childhood, and Middle Childhood Classrooms</td>
</tr>
<tr>
<td>EDU 5060</td>
<td>Integrated Language Arts and Reading for the Inclusive Classroom of Diverse Learners in Early Childhood and Childhood Settings</td>
</tr>
<tr>
<td>EDU 5090</td>
<td>Methods of Teaching Social Studies in Birth - Grade 2/Childhood and Middle School Inclusive Classrooms</td>
</tr>
<tr>
<td>EDU 5130</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>EDU 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
</tr>
<tr>
<td>EDU 5240</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>EDU 5252</td>
<td>Introduction to Linguistics for TESOL and Bilingual Professionals</td>
</tr>
<tr>
<td>EDU 5253</td>
<td>Second Language Acquisition TESOL and Bilingual Education: Theory and Practice</td>
</tr>
<tr>
<td>EDU 5254</td>
<td>Structure and Application of American English</td>
</tr>
<tr>
<td>EDU 5255</td>
<td>Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners</td>
</tr>
<tr>
<td>EDU 5256</td>
<td>PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas</td>
</tr>
<tr>
<td>EDU 5482</td>
<td>Pre-professional Childhood/TESOL PK-12 Field Experiences in Inclusive Classrooms</td>
</tr>
<tr>
<td>EDU 5502</td>
<td>TESOL Student Teaching Seminar PK-12</td>
</tr>
<tr>
<td>EDU 5550</td>
<td>TESOL Student Teaching PK-12</td>
</tr>
</tbody>
</table>

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/distincts are designated as such by NYSED.
A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.

### Required Courses (48 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5002</td>
<td>Apprentice Field Experience in Childhood/Special Education Inclusive Classroom</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5030</td>
<td>Methods of Teaching Science</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5040</td>
<td>Interdisciplinary Birth - Grade 2, Childhood 1-6, and Middle Childhood Teaching Methods for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5050</td>
<td>Advanced Methods of Teaching Mathematics in Inclusive Early Childhood, Childhood, and Middle Childhood Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5060</td>
<td>Integrated Language Arts and Reading for the Inclusive Classroom of Diverse Learners in Early Childhood and Childhood Settings</td>
<td>6</td>
</tr>
<tr>
<td>EDU 5090</td>
<td>Methods of Teaching Social Studies in Birth - Grade 2/Childhood and Middle School Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5240</td>
<td>Diverse Abilities and Needs of Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5275</td>
<td>Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5276</td>
<td>Assessment, Diagnosis and Evaluation of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5277</td>
<td>Strategies, Methods and Environments for Teaching Childhood Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5279</td>
<td>Curriculum Content, Practices and Environmental Issues for Teaching Childhood Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5481</td>
<td>Pre-Professional Childhood/ Special Education Field Experiences in Inclusive Classrooms</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5511</td>
<td>Student Teaching Seminar–Childhood/Special Education (Grades 1-6)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5561</td>
<td>Student Teaching Childhood (Grades 1-3, Regular and Special Education)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5571</td>
<td>Student Teaching Childhood/ Special Education (Grades 4-6, Regular and Special Education)</td>
<td>3</td>
</tr>
</tbody>
</table>

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.
Candidates in possession of Initial Childhood Education certification will be able to apply for professional certification with this degree through the NYSED Teach Online system.

**Required Courses (36 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
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</tr>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</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 5220</td>
<td>Current Issues in Early Childhood Education, Birth-Grade 2: Assessment of Progress, Relationships, Families, Legal and Community Issues</td>
<td>3</td>
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<tr>
<td>EDU 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5240</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 5275</td>
<td>Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5276</td>
<td>Assessment, Diagnosis and Evaluation of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5277</td>
<td>Strategies, Methods and Environments for Teaching Childhood Students with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Candidates are required to do one of the following options (3 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5540</td>
<td>Special Education Practicum Seminar (0 credits)</td>
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</tr>
<tr>
<td>EDU 5630</td>
<td>Special Education Practicum (3 credits)</td>
<td>*</td>
</tr>
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</table>

**Adolescent Education - Biology Programs**

**ADOLESCENT EDUCATION BIOLOGY (7-12) - INITIAL CERTIFICATION - M.S.**

Certification with NY State is for Initial Certification in Biology 7-12.

**Required Courses (36 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5001</td>
<td>Apprentice Field Experience in Adolescent Inclusive Classroom</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
</tbody>
</table>

New York State Registered Program Code: 25665
HEGIS Code: 0803.00 {Secondary Education, General}
Molloy Program of Study Code: M1AB
**EDU 5061**  
Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners  
6

**EDU 5100**  
Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms  
3

**EDU 5130**  
Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6 and Adolescence 7-12  
3

**EDU 5230**  
Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration  
3

**EDU 5240**  
Diverse Abilities and Needs of Students in Inclusive Classrooms Birth - Grade 2, Childhood 1-6 and Adolescence 7-12  
3

**EDU 5490**  
Pre-Professional Adolescent Field Experiences in Inclusive Classrooms  
0

**EDU 5520**  
Student Teaching Seminar Adolescent (Grades 7-12)  
0

**EDU 5580**  
Student Teaching Adolescence (Grades 7–9)  
3

**EDU 5590**  
Student Teaching Adolescence (Grades 10–12)  
3

**EDU 5005**  
Apprentice Field Experience in Adolescent/TESOL Inclusive Classroom Dual Program  
0

**EDU 5010**  
ePortfolio  
0

**EDU 5020**  
Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12  
3

**EDU 5061**  
Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners  
6

**EDU 5100**  
Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms  
3

**EDU 5130**  
Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6 and Adolescence 7-12  
3

**EDU 5230**  
Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration  
3

**EDU 5240**  
Diverse Abilities and Needs of Students in Inclusive Classrooms Birth - Grade 2, Childhood 1-6 and Adolescence 7-12  
3

**EDU 5252**  
Introduction to Linguistics for TESOL and Bilingual Professionals  
3

**EDU 5253**  
Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice  
3

**Curriculum and Methods Course:**

**EDU 5070**  
Methods of Teaching Science in Inclusive Classrooms of Middle School and Adolescent Learners  
3

**Complete two* courses (6 Credits) from:**  
6

**Content/Pedagogy Courses:**

**EDU 5350**  
STEM Education in Society: Interdisciplinary Curriculum in STEM Teaching and Learning  
*

**EDU 5351**  
STEM for Special Education, Alternative Programs and Diverse Populations  
*

**EDU 5352**  
Digital Learning in the STEM Classroom  
*

**Total Credits Required:**  
36

*Preferred Content/Pedagogy Course for this program.

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-

**ADOLESCENT EDUCATION BIOLOGY (7-12)/TESOL (PK-12) - DUAL INITIAL CERTIFICATION - M.S.**

New York State Registered Program Code: 27036  
HEGIS Code: 0899.00 (Education, Other)  
Molloy Program of Study Code: M1ABT

Certification with NY State is for Dual Initial Certification in Biology 7-12 and TESOL PK-12.

**Prerequisite for this program:** 12 credits or equivalent in the study of a language other than English.

**Required Courses (45 credits):**

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 5005</td>
<td>Apprentice Field Experience in Adolescent/TESOL Inclusive Classroom Dual Program</td>
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<td>EDU 5010</td>
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<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
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<tr>
<td>EDU 5061</td>
<td>Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners</td>
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<tr>
<td>EDU 5100</td>
<td>Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms</td>
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<td>EDU 5130</td>
<td>Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6 and Adolescence 7-12</td>
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<td>EDU 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
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<tr>
<td>EDU 5240</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</td>
<td>Introduction to Linguistics for TESOL and Bilingual Professionals</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5253</td>
<td>Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

*Preferred Content/Pedagogy Course for this program.

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-

"needs" school setting. These schools/districts are designated as such by NYSED.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5254</td>
<td>Structure and Application of American English</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5255</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 5256</td>
<td>PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5492</td>
<td>Pre-Professional Adolescent/ TESOL PK–12 Field Experiences in Inclusive Classrooms</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5502</td>
<td>TESOL Student Teaching Seminar PK–12</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5550</td>
<td>TESOL Student Teaching PK–12</td>
<td>3</td>
</tr>
<tr>
<td><strong>Complete either EDU 5580 or EDU 5590</strong>:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDU 5580</td>
<td>Student Teaching Adolescence (Grades 7-9)</td>
<td>*</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5590</td>
<td>Student Teaching Adolescence (Grades 10-12)</td>
<td>*</td>
</tr>
<tr>
<td><strong>Content Area Course:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5070</td>
<td>Methods of Teaching Science in Inclusive Classrooms of Middle School and Adolescent Learners</td>
<td>3</td>
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</tbody>
</table>

**Total Credits Required:** 45

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.

### ADOLESCENT EDUCATION BIOLOGY (7-12)/ TEACHING STUDENTS WITH DISABILITIES (7-12) - DUAL INITIAL CERTIFICATION - M.S.

New York State Registered Program Code: 26603
HEGIS Code: 0808.00 (Special Education, General)
Molloy Program of Study Code: M1ABS

Certification with NY State is for Dual Initial Certification in Biology 7-12 and Special Education 7-12.

**Required Courses (48 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 5003</td>
<td>Apprentice Field Experience in Adolescent/Special Education Inclusive Classroom Dual Program</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5061</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 5100</td>
<td>Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</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 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5240</td>
<td>Diverse Abilities and Needs of Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6 and Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5270</td>
<td>Strategies and Techniques for Teaching Middle School Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5272</td>
<td>Psychological, Social and Special Needs of Early Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5275</td>
<td>Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5276</td>
<td>Assessment, Diagnosis and Evaluation of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5278</td>
<td>Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5280</td>
<td>Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5491</td>
<td>Pre-Professional Adolescent/ Special Education Field Experiences in Inclusive Classrooms</td>
<td>0</td>
</tr>
</tbody>
</table>

128
EDU 5521  Student Teaching Seminar  Adolescent/Special Education (Grades 7–12)  0
EDU 5581  Student Teaching Adolescence/ Special Education (Grades 7–9)  3
EDU 5591  Student Teaching Adolescence/ Special Education (Grades 10–12)  3

Content Area Course:
EDU 5030  Methods of Teaching Science  3

Total Credits Required: 48

Students who successfully complete EDU 5270 and EDU 5272 will be able to apply for the Grade 5, 6 Extension in Biology.

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.

ADOLESCENT EDUCATION BIOLOGY (7-12) - PROFESSIONAL CERTIFICATION - M.S.
New York State Registered Program Code: 25666
HEGIS Code: 0803.00 (Secondary Education, General)
Molloy Program of Study Code: M2AB

Certification with NY State is for Professional Certification in Adolescent Biology 7-12.

Required Courses (33 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5130</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 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5240</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 5640</td>
<td>Developing Reflective Research for Diverse Learners</td>
<td>3</td>
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<tr>
<td>EDU 5650</td>
<td>Teacher as Researcher in Diverse Classrooms</td>
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Content/Pedagogy Courses (9 credits):

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 5350</td>
<td>STEM Education in Society: Interdisciplinary Curriculum in STEM Teaching and Learning</td>
<td>3</td>
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<tr>
<td>EDU 5351</td>
<td>STEM for Special Education, Alternative Programs and Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5352</td>
<td>Digital Learning in the STEM Classroom</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Students may elect to take 9 credits from the following courses: EDU 5140, 5252, 5253, 5254, 5270, 5272, 5273, 5274, 5275, 5276, 5277, 5278, 5279 or 5280</td>
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</tr>
</tbody>
</table>

Total Credits Required: 33

Adolescent Education - English Programs

ADOLESCENT EDUCATION ENGLISH (7-12) - INITIAL CERTIFICATION - M.S.
New York State Registered Program Code: 25665
HEGIS Code: 0803.00 (Secondary Education, General)
Molloy Program of Study Code: M1AE

Certification with NY State is for Initial Certification in English 7-12.

Required Courses (36 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 5001</td>
<td>Apprentice Field Experience in Adolescent Inclusive Classroom</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5061</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 5100</td>
<td>Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</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>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>EDU 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5240</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 5490</td>
<td>Pre-Professional Adolescent Field Experiences in Inclusive Classrooms</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5520</td>
<td>Student Teaching Seminar Adolescent (Grades 7-12)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5580</td>
<td>Student Teaching Adolescence (Grades 7-9)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5590</td>
<td>Student Teaching Adolescence (Grades 10-12)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5370</td>
<td>Writing Techniques for Diverse Adolescent Learners</td>
<td>*</td>
</tr>
<tr>
<td>EDU 5371</td>
<td>Literary Genres for Diverse Adolescent Learners</td>
<td>*</td>
</tr>
<tr>
<td>EDU 5372</td>
<td>Mythology, Fiction, Film and the Teaching of Contemporary Issues to Diverse Adolescent Learners</td>
<td>*</td>
</tr>
<tr>
<td>EDU 5373</td>
<td>Methods of Teaching Creative Writing to Diverse Adolescent Learners</td>
<td>*</td>
</tr>
</tbody>
</table>

**Total Credits Required:** 36

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a "high-needs" school setting. These schools/districts are designated as such by NYSED.

**ADOLESCENT EDUCATION ENGLISH (7-12)/TESOL (PK-12) - DUAL INITIAL CERTIFICATION - M.S.**

New York State Registered Program Code: 27036
HEGIS Code: 0899.00 (Education, Other)
Molloy Program of Study Code: M1AET

Certification with NY State is for Dual Initial Certification in English 7-12 and TESOL PK-12.

**Prerequisite for this program:** 12 credits or equivalent in the study of a language other than English.

### Required Courses (45 credits): 36

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5005</td>
<td>Apprentice Field Experience in Adolescent/TESOL Inclusive Classroom Dual Program</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5061</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 5100</td>
<td>Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</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 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5240</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</td>
<td>Introduction to Linguistics for TESOL and Bilingual Professionals</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5253</td>
<td>Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5254</td>
<td>Structure and Application of American English</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5255</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 5256</td>
<td>PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5492</td>
<td>Pre-Professional Adolescent/TESOL PK-12 Field Experiences in Inclusive Classrooms</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5502</td>
<td>TESOL Student Teaching Seminar PK-12</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5550</td>
<td>TESOL Student Teaching PK-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5580 or EDU 5590*</td>
<td>Complete either EDU 5580 or EDU 5590*:</td>
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</table>

*Required courses in TESOL/PK-12 Certification only*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5580</td>
<td>Student Teaching Adolescence (Grades 7-9)</td>
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</tr>
<tr>
<td>or</td>
<td>EDU 5590</td>
<td>Student Teaching Adolescence (Grades 10-12)</td>
</tr>
<tr>
<td></td>
<td><strong>Content Area Course</strong> (Select one - 3 credits*):</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5370</td>
<td>Writing Techniques for Diverse Adolescent Learners</td>
<td>*</td>
</tr>
<tr>
<td>EDU 5371</td>
<td>Literary Genres for Diverse Adolescent Learners</td>
<td>*</td>
</tr>
<tr>
<td>EDU 5372</td>
<td>Mythology, Fiction, Film and the Teaching of Contemporary Issues to Diverse</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Adolescent Learners</td>
<td></td>
</tr>
<tr>
<td>EDU 5373</td>
<td>Methods of Teaching Creative Writing to Diverse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adolescent Learners</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits Required:</strong></td>
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**ADOLESCENT EDUCATION ENGLISH (7-12)/TEACHING STUDENTS WITH DISABILITIES (7-12) - DUAL INITIAL CERTIFICATION - M.S.**

New York State Registered Program Code: 26603
HEGIS Code: 0808.00 (Special Education, General)
Molloy Program of Study Code: M1AES

Certification with NY State is for Dual Initial Certification in English 7-12 and Special Education 7-12.

**Required Courses (48 credits):**

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5003</td>
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<td>0</td>
</tr>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5061</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 5100</td>
<td>Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Content Area Course</strong> (Select one course - 3 credits*):</td>
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<td>EDU 5130</td>
<td>Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6 and Adolescence 7-12</td>
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</tr>
<tr>
<td>EDU 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5240</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>
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<tr>
<td>EDU 5270</td>
<td>Strategies and Techniques for Teaching Middle School Students in Inclusive Classrooms</td>
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</tr>
<tr>
<td>EDU 5272</td>
<td>Psychological, Social and Special Needs of Early Adolescents</td>
<td>3</td>
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<tr>
<td>EDU 5275</td>
<td>Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder</td>
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<td>EDU 5276</td>
<td>Assessment, Diagnosis and Evaluation of Students with Disabilities</td>
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<td>EDU 5278</td>
<td>Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities</td>
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<tr>
<td>EDU 5280</td>
<td>Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
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<tr>
<td>EDU 5491</td>
<td>Pre-Professional Adolescent/ Special Education Field Experiences in Inclusive Classrooms</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5521</td>
<td>Student Teaching Seminar Adolescent/Special Education (Grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5581</td>
<td>Student Teaching Adolescence/ Special Education (Grades 7–9)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5591</td>
<td>Student Teaching Adolescence/ Special Education (Grades 10–12)</td>
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</tbody>
</table>

**ADOLESCENT EDUCATION ENGLISH (7-12)/TEACHING STUDENTS WITH DISABILITIES (7-12) - DUAL INITIAL CERTIFICATION - M.S.**

New York State Registered Program Code: 26603
HEGIS Code: 0808.00 (Special Education, General)
Molloy Program of Study Code: M1AES

Certification with NY State is for Dual Initial Certification in English 7-12 and Special Education 7-12.

**Required Courses (48 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5003</td>
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<td>0</td>
</tr>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5061</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 5100</td>
<td>Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Content Area Course</strong> (Select one course - 3 credits*):</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6 and Adolescence 7-12</td>
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</tr>
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<td>EDU 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
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<tr>
<td>EDU 5240</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 5270</td>
<td>Strategies and Techniques for Teaching Middle School Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5272</td>
<td>Psychological, Social and Special Needs of Early Adolescents</td>
<td>3</td>
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<tr>
<td>EDU 5275</td>
<td>Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder</td>
<td>3</td>
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<td>EDU 5276</td>
<td>Assessment, Diagnosis and Evaluation of Students with Disabilities</td>
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<td>EDU 5278</td>
<td>Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
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<tr>
<td>EDU 5280</td>
<td>Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5491</td>
<td>Pre-Professional Adolescent/ Special Education Field Experiences in Inclusive Classrooms</td>
<td>0</td>
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<tr>
<td>EDU 5521</td>
<td>Student Teaching Seminar Adolescent/Special Education (Grades 7–12)</td>
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</tr>
<tr>
<td>EDU 5581</td>
<td>Student Teaching Adolescence/ Special Education (Grades 7–9)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5591</td>
<td>Student Teaching Adolescence/ Special Education (Grades 10–12)</td>
<td>3</td>
</tr>
</tbody>
</table>
Students who successfully complete EDU 5270 and EDU 5272 will be able to apply for the Grade 5, 6 Extension in English.

A total of **100 hours of observation/participation** in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have **experience in a “high-needs” school setting**. These schools/districts are designated as such by NYSED.

**ADOLESCENT EDUCATION ENGLISH (7-12) - PROFESSIONAL CERTIFICATION - M.S.**

New York State Registered Program Code: 25666

HEGIS Code: 0803.00 (Secondary Education, General)

Molloy Program of Study Code: M2AE

Certification with NY State is for Professional Certification in Adolescent English 7-12.

**Required Courses (33 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5130</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>
</tbody>
</table>
EDU 5230  Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration 3

EDU 5240  Diverse Abilities and Needs of Students in Inclusive Classrooms Birth - Grade 2, Childhood 1-6 and Adolescence 7-12 3

EDU 5640  Developing Reflective Research for Diverse Learners 3

EDU 5650  Teacher as Researcher in Diverse Classrooms 3

Content/Pedagogy Courses (12 credits):

EDU 5370  Writing Techniques for Diverse Adolescent Learners 3

EDU 5371  Literary Genres for Diverse Adolescent Learners 3

EDU 5372  Mythology, Fiction, Film and the Teaching of Contemporary Issues to Diverse Adolescent Learners 3

EDU 5373  Methods of Teaching Creative Writing to Diverse Adolescent Learners 3

Electives (6 credits):

Students may elect to take 6 credits from the following courses: EDU 5140, 5252, 5253, 5254, 5270, 5272, 5273, 5274, 5275, 5276, 5277, 5278, 5279 or 5280

Total Credits Required: 33

Adolescent Education - Mathematics Programs

ADOLESCENT EDUCATION MATHEMATICS (7-12) - INITIAL CERTIFICATION - M.S.
New York State Registered Program Code: 25665
HEGIS Code: 0803.00 (Secondary Education, General)
Molloy Program of Study Code: M1AM

Certification with NY State is for Initial Certification in Mathematics 7-12.

Required Courses (39 credits):

EDU 5001  Apprentice Field Experience in Adolescent Inclusive Classroom 0

EDU 5010  ePortfolio 0

EDU 5020  Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12 3

EDU 5061  Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners 6

EDU 5100  Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms 3

EDU 5130  Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6 and Adolescence 7-12 3

EDU 5230  Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration 3

EDU 5240  Diverse Abilities and Needs of Students in Inclusive Classrooms 3

EDU 5351  STEM for Special Education, Alternative Programs and Diverse Populations 3

EDU 5360  Mathematics Curriculum and Pedagogy for Teaching Grades 7, 8 and Algebra 1 for Diverse Learners in Inclusive Classrooms 3

EDU 5361  Mathematics Concepts, Curriculum and Pedagogy of the Reform Pre-Calculus and Calculus 3

EDU 5490  Pre-Professional Adolescent Field Experiences in Inclusive Classrooms 0

EDU 5520  Student Teaching Seminar Adolescent (Grades 7-12) 0

EDU 5580  Student Teaching Adolescence (Grades 7-9) 3

EDU 5590  Student Teaching Adolescence (Grades 10-12) 3

Content/Pedagogy Courses (12 credits):

EDU 5370  Writing Techniques for Diverse Adolescent Learners 3

EDU 5371  Literary Genres for Diverse Adolescent Learners 3

EDU 5372  Mythology, Fiction, Film and the Teaching of Contemporary Issues to Diverse Adolescent Learners 3

EDU 5373  Methods of Teaching Creative Writing to Diverse Adolescent Learners 3

EDU 5520  Student Teaching Seminar Adolescent (Grades 7-12) 0

EDU 5580  Student Teaching Adolescence (Grades 7-9) 3

EDU 5590  Student Teaching Adolescence (Grades 10-12) 3

EDU 5351  STEM for Special Education, Alternative Programs and Diverse Populations 3

EDU 5360  Mathematics Curriculum and Pedagogy for Teaching Grades 7, 8 and Algebra 1 for Diverse Learners in Inclusive Classrooms 3

EDU 5361  Mathematics Concepts, Curriculum and Pedagogy of the Reform Pre-Calculus and Calculus 3
Mathematics Curriculum and Pedagogy for Problem Solving in Geometry, Algebra 2 and Trigonometry for the Diverse Learner in the Inclusive Classroom

EDU 5362

Total Credits Required: 39

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.

ADOLESCENT EDUCATION MATHEMATICS (7-12)/TESOL (PK-12) - DUAL INITIAL CERTIFICATION - M.S.

New York State Registered Program Code: 27036
HEGIS Code: 0899.00 {Education, Other}
Molloy Program of Study Code: M1AMT

Certification with NY State is for Dual Initial Certification in Mathematics 7-12 and TESOL PK-12.

Prerequisite for this program: 12 credits or equivalent in the study of a language other than English.

Required Courses (45 credits):

<table>
<thead>
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<tr>
<td>EDU 5005</td>
<td>Apprentice Field Experience in Adolescent/TESOL Inclusive Classroom Dual Program</td>
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<td>EDU 5010</td>
<td>ePortfolio</td>
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<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5061</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 5100</td>
<td>Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</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 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
<td>3</td>
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</tbody>
</table>

EDU 5240 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth - Grade 2, Childhood 1-6 and Adolescence 7-12

EDU 5252 Introduction to Linguistics for TESOL and Bilingual Professionals

EDU 5253 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice

EDU 5254 Structure and Application of American English

EDU 5255 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners

EDU 5256 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas

EDU 5492 Pre-Professional Adolescent/ TESOL PK–12 Field Experiences in Inclusive Classrooms

EDU 5502 TESOL Student Teaching Seminar PK-12

EDU 5550 TESOL Student Teaching PK–12

EDU 5580 Student Teaching Adolescence (Grades 7-9)*

EDU 5590 Student Teaching Adolescence (Grades 10-12)*

Complete either EDU 5580 or EDU 5590:

Content Area Course:

EDU 5120 Advanced Methods of Teaching Mathematics in Inclusive Middle Childhood and Adolescent Classrooms

Total Credits Required: 45

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.

ADOLESCENT EDUCATION MATHEMATICS (7-12)/TEACHING STUDENTS WITH DISABILITIES (7-12) - DUAL INITIAL CERTIFICATION - M.S.

New York State Registered Program Code: 26603
HEGIS Code: 0808.00 {Special Education, General}
Molloy Program of Study Code: M1AMS

Certification with NY State is for Dual Initial Certification in...
Mathematics 7-12 and Special Education 7-12.

### Required Courses (48 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>EDU 5003</td>
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<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5061</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 5100</td>
<td>Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</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 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
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<tr>
<td>EDU 5240</td>
<td>Diverse Abilities and Needs of Students in Inclusive Classrooms Birth - Grade 2, Childhood 1-6 and Adolescence 7-12</td>
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<tr>
<td>EDU 5270</td>
<td>Strategies and Techniques for Teaching Middle School Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5272</td>
<td>Psychological, Social and Special Needs of Early Adolescents</td>
<td>3</td>
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<tr>
<td>EDU 5275</td>
<td>Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5276</td>
<td>Assessment, Diagnosis and Evaluation of Students with Disabilities</td>
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<tr>
<td>EDU 5278</td>
<td>Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
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<tr>
<td>EDU 5280</td>
<td>Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
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<tr>
<td>EDU 5491</td>
<td>Pre-Professional Adolescent/Special Education Field Experiences in Inclusive Classrooms</td>
<td>0</td>
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<tr>
<td>EDU 5521</td>
<td>Student Teaching Seminar Adolescent/Special Education (Grades 7-12)</td>
<td>0</td>
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<td>EDU 5581</td>
<td>Student Teaching Adolescence/Special Education (Grades 7-9)</td>
<td>3</td>
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<tr>
<td>EDU 5591</td>
<td>Student Teaching Adolescence/Special Education (Grades 10-12)</td>
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### Content Area Course:

<table>
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<tr>
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<tbody>
<tr>
<td>EDU 5120</td>
<td>Advanced Methods of Teaching Mathematics in Inclusive Middle Childhood and Adolescent Classrooms</td>
<td>3</td>
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</table>

**Total Credits Required:** 48

Students who successfully complete EDU 5270 and EDU 5272 will be able to apply for the Grade 5, 6 Extension in Mathematics.

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have **experience in a “high-needs” school setting**. These schools/districts are designated as such by NYSED.

### ADOLESCENT EDUCATION MATHEMATICS (7-12) - PROFESSIONAL CERTIFICATION - M.S.

New York State Registered Program Code: 25666

HEGIS Code: 0803.00 [Secondary Education, General]

Molloy Program of Study Code: M2AM

Certification with NY State is for Professional Certification in Adolescent Mathematics 7-12.

#### Required Courses (33 credits):

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
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</tr>
<tr>
<td>EDU 5130</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 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
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135
### Content/Pedagogy Courses (12 credits):

<table>
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<tr>
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<th>Course Title</th>
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<tr>
<td>EDU 5351</td>
<td>STEM for Special Education, Alternative Programs and Diverse Populations</td>
<td>3</td>
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<td>EDU 5360</td>
<td>Mathematics Curriculum and Pedagogy for Teaching Grades 7, 8 and Algebra 1 for Diverse Learners in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5361</td>
<td>Mathematics Concepts, Curriculum and Pedagogy of the Reform Pre-calculus and Calculus</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5362</td>
<td>Mathematics Curriculum and Pedagogy for Problem Solving in Geometry, Algebra 2 and Trigonometry for the Diverse Learner in the Inclusive Classroom</td>
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</tbody>
</table>

### Electives (6 credits):

Students may elect to take 6 credits from the following courses: EDU 5140, 5252, 5253, 5254, 5270, 5272, 5273, 5274, 5275, 5276, 5277, 5278, 5279 or 5280

**Total Credits Required:** 33

### Adolescent Education - Social Studies Programs

**ADOLESCENT EDUCATION SOCIAL STUDIES (7-12) - INITIAL CERTIFICATION - M.S.**

New York State Registered Program Code: 25665  
HEGIS Code: 0803.00 (Secondary Education, General)  
Molloy Program of Study Code: M1AZ

Certification with NY State is for Initial Certification in Social Studies 7-12.

**Required Courses (36 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5001</td>
<td>Apprentice Field Experience in Adolescent Inclusive Classroom</td>
<td>0</td>
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<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5061</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 5100</td>
<td>Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</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 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5240</td>
<td>Diverse Abilities and Needs of Students in Inclusive Classrooms Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5490</td>
<td>Pre-Professional Adolescent Field Experiences in Inclusive Classrooms</td>
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<td>EDU 5520</td>
<td>Student Teaching Seminar Adolescent (Grades 7-12)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5580</td>
<td>Student Teaching Adolescence (Grades 7–9)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5590</td>
<td>Student Teaching Adolescence (Grades 10–12)</td>
<td>3</td>
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</table>

**Curriculum and Methods Course:**

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 5160</td>
<td>Curriculum and Methods of Teaching Social Studies to Diverse Adolescent Learners in Inclusive Classrooms</td>
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</table>

**Content/Pedagogy Courses:**

Select two courses* - 6 credits:

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 5380</td>
<td>Teaching the United States in the Age of Globalization to Adolescent Diverse Learners</td>
<td>*</td>
</tr>
<tr>
<td>EDU 5381</td>
<td>Teaching Europe in the 20th Century to Adolescent Diverse Learners</td>
<td>*</td>
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</tbody>
</table>

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**ADOLESCENT EDUCATION SOCIAL STUDIES (7-12)/TESOL (PK-12) - DUAL INITIAL CERTIFICATION - M.S.**

New York State Registered Program Code: 27036  
HEGIS Code: 0899.00 (Education, Other)  
Molloy Program of Study Code: M1AZT

Certification with NY State is for Dual Initial Certification in Social Studies 7-12 and TESOL PK-12.

**Prerequisite for this program:** 12 credits or equivalent in the study of a language other than English.

**Required Courses (45 credits):**

<table>
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<th>Course Code</th>
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<tbody>
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<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
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<tr>
<td>EDU 5061</td>
<td>Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners</td>
<td>6</td>
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<tr>
<td>EDU 5100</td>
<td>Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6 and Adolescence 7-12</td>
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</tr>
</tbody>
</table>

**Total Credits Required:** 36

*Preferred courses for this program.

A total of **100 hours of observation/participation** in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.

**ADOLESCENT EDUCATION SOCIAL STUDIES (7-12)/TESOL (PK-12) - DUAL INITIAL CERTIFICATION - M.S.**

New York State Registered Program Code: 27036  
HEGIS Code: 0899.00 (Education, Other)  
Molloy Program of Study Code: M1AZT

Certification with NY State is for Dual Initial Certification in Social Studies 7-12 and TESOL PK-12.

**Prerequisite for this program:** 12 credits or equivalent in the study of a language other than English.

**Required Courses (45 credits):**

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<th>Credits</th>
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<tbody>
<tr>
<td>EDU 5005</td>
<td>Apprentice Field Experience in Adolescent/TESOL Inclusive Classroom Dual Program</td>
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<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
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</table>

**Total Credits Required:** 36

*Preferred courses for this program.

A total of **100 hours of observation/participation** in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.

---

Additional Details:

- Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration  
  - EDU 5230  
  - 3 credits

- Diverse Abilities and Needs of Students in Inclusive Classrooms Birth - Grade 2, Childhood 1-6 and Adolescence 7-12  
  - EDU 5240  
  - 3 credits

- Introduction to Linguistics for TESOL and Bilingual Professionals  
  - EDU 5252  
  - 3 credits

- Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice  
  - EDU 5253  
  - 3 credits

- Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners  
  - EDU 5255  
  - 3 credits

- PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas  
  - EDU 5256  
  - 3 credits

- Pre-Professional Adolescent/ TESOL PK–12 Field Experiences in Inclusive Classrooms  
  - EDU 5492  
  - 0 credits

- TESOL Student Teaching Seminar PK–12  
  - EDU 5502  
  - 0 credits

- TESOL Student Teaching PK–12  
  - EDU 5550  
  - 3 credits

- Student Teaching Adolescence (Grades 7-9)  
  - EDU 5580  
  - 3 credits

- Student Teaching Adolescence (Grades 10-12)  
  - EDU 5590  
  - 3 credits

**Content Area Course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5160</td>
<td>Curriculum and Methods of Teaching Social Studies to Diverse Adolescent Learners in Inclusive Classrooms</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits Required:** 45

A total of **100 hours of observation/participation** in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.
### ADOLESCENT EDUCATION SOCIAL STUDIES (7-12)/TEACHING STUDENTS WITH DISABILITIES (7-12) - DUAL INITIAL CERTIFICATION - M.S.

New York State Registered Program Code: 26603  
HEGIS Code: 0808.00 (Special Education, General)  
Molloy Program of Study Code: M1AZS

Certification with NY State is for Dual Initial Certification in Social Studies 7-12 and Special Education 7-12.

**Required Courses (48 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5003</td>
<td>Apprentice Field Experience in Adolescent/Special Education Inclusive Classroom Dual Program</td>
</tr>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
</tr>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
</tr>
<tr>
<td>EDU 5061</td>
<td>Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners</td>
</tr>
<tr>
<td>EDU 5100</td>
<td>Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms</td>
</tr>
<tr>
<td>EDU 5130</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>EDU 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
</tr>
<tr>
<td>EDU 5240</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>EDU 5270</td>
<td>Strategies and Techniques for Teaching Middle School Students in Inclusive Classrooms</td>
</tr>
<tr>
<td>EDU 5272</td>
<td>Psychological, Social and Special Needs of Early Adolescents</td>
</tr>
<tr>
<td>EDU 5275</td>
<td>Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder</td>
</tr>
</tbody>
</table>

**EDU 5276**  Assessment, Diagnosis and Evaluation of Students with Disabilities  3

**EDU 5278**  Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities  3

**EDU 5280**  Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities  3

**EDU 5491**  Pre-Professional Adolescent/ Special Education Field Experiences in Inclusive Classrooms  0

**EDU 5521**  Student Teaching Seminar Adolescent/Special Education (Grades 7-12)  0

**EDU 5581**  Student Teaching Adolescence/ Special Education (Grades 7-9)  3

**EDU 5591**  Student Teaching Adolescence/ Special Education (Grades 10-12)  3

**Content Area Course:**

**EDU 5160**  Curriculum and Methods of Teaching Social Studies to Diverse Adolescent Learners in Inclusive Classrooms  3

**Total Credits Required:** 48

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Students who successfully complete EDU 5270 and EDU 5272 will be able to apply for the Grade 5, 6 Extension in Social Studies.

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.

### ADOLESCENT EDUCATION SOCIAL STUDIES (7-12) - PROFESSIONAL CERTIFICATION - M.S.

New York State Registered Program Code: 25666  
HEGIS Code: 0803.00 (Secondary Education, General)  
Molloy Program of Study Code: M2AZ

Certification with NY State is for Professional Certification in Adolescent Social Studies 7-12.

**Required Courses (33 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
</tr>
</tbody>
</table>
| EDU 5130    | Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6 and Adolescence 7-12  3

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138
## Adolescent Education - Spanish Programs

**ADOLESCENT EDUCATION SPANISH (7-12) - INITIAL CERTIFICATION - M.S.**

New York State Registered Program Code: 25665  
HEGIS Code: 0803.00 (Secondary Education, General)  
Molloy Program of Study Code: M1AS  
Certification with NY State is for Initial Certification in Spanish 7-12.

### Required Courses (36 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5001</td>
<td>Apprentice Field Experience in Adolescent Inclusive Classroom</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
</tbody>
</table>

### Electives (6 credits):

Students may elect to take 6 credits from the following courses: EDU 5140, 5252, 5253, 5254, 5270, 5272, 5273, 5274, 5275, 5276, 5277, 5278, 5279 or 5280

### Total Credits Required: 33

---

## Content/Pedagogy Courses (12 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5380</td>
<td>Teaching the United States in the Age of Globalization to Adolescent Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5381</td>
<td>Teaching Europe in the 20th Century to Adolescent Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5382</td>
<td>Teaching the Modernization of the Non-Western World to Adolescent Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5383</td>
<td>Teaching the Politics of Choice to Adolescent Diverse Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

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## Electives (6 credits):

Students may elect to take 6 credits from the following courses: EDU 5140, 5252, 5253, 5254, 5270, 5272, 5273, 5274, 5275, 5276, 5277, 5278, 5279 or 5280

---

## Curriculum and Methods Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5180</td>
<td>Spanish Curriculum and Methods for Inclusive Classrooms of Adolescent Diverse Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

### Content/Pedagogy Courses (Select two* - 6 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5390</td>
<td>Communicative Proficiency: The Development of Oral Skills in the Inclusive Classroom of Adolescent Diverse Learners</td>
<td>*</td>
</tr>
<tr>
<td>EDU 5391</td>
<td>Spanish Grammar Topics, Pedagogical Application to the Reading and Writing Process for the Inclusive Classroom of Adolescent Diverse Learners</td>
<td>*</td>
</tr>
</tbody>
</table>
EDU 5392 Spanish Culture and Civilization for the Inclusive Classroom of Adolescent Diverse Learners *

EDU 5393 Latin American Culture and Civilization for the Inclusive Classroom of Adolescent Diverse Learners *

Total Credits Required: 36

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.

Candidates may extend their 7-12 certification to teach a language other than English to include grades 1-6 by taking EDU 539 FLES Methods - Teaching World Languages to Children.

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.

ADOLESCENT EDUCATION SPANISH (7-12)/TESOL (PK-12) - DUAL INITIAL CERTIFICATION - M.S.

New York State Registered Program Code: 27036
HEGIS Code: 0899.00 (Education, Other)
Molloy Program of Study Code: M1AST

Certification with NY State is for Dual Initial Certification in Spanish 7-12 and TESOL PK-12.

Prerequisite for this program: 12 credits or equivalent in the study of a language other than English.

Required Courses (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5005</td>
<td>Apprentice Field Experience in Adolescent/TESOL Inclusive Classroom Dual Program 0</td>
</tr>
<tr>
<td>EDU 5010</td>
<td>ePortfolio 0</td>
</tr>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12 3</td>
</tr>
<tr>
<td>EDU 5061</td>
<td>Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners 6</td>
</tr>
<tr>
<td>EDU 5100</td>
<td>Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms 3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6 and Adolescence 7-12 3</td>
</tr>
</tbody>
</table>

Required Courses (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration 3</td>
</tr>
<tr>
<td>EDU 5240</td>
<td>Diverse Abilities and Needs of Students in Inclusive Classrooms Birth - Grade 2, Childhood 1-6 and Adolescence 7-12 3</td>
</tr>
<tr>
<td>EDU 5252</td>
<td>Introduction to Linguistics for TESOL and Bilingual Professionals 3</td>
</tr>
<tr>
<td>EDU 5253</td>
<td>Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice 3</td>
</tr>
<tr>
<td>EDU 5254</td>
<td>Structure and Application of American English 3</td>
</tr>
<tr>
<td>EDU 5255</td>
<td>Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners 3</td>
</tr>
<tr>
<td>EDU 5256</td>
<td>PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas 3</td>
</tr>
<tr>
<td>EDU 5492</td>
<td>Pre-Professional Adolescent/ TESOL PK-12 Field Experiences in Inclusive Classrooms 0</td>
</tr>
<tr>
<td>EDU 5502</td>
<td>TESOL Student Teaching Seminar PK-12 0</td>
</tr>
<tr>
<td>EDU 5550</td>
<td>TESOL Student Teaching PK-12 3</td>
</tr>
<tr>
<td>EDU 5580</td>
<td>Student Teaching Adolescence (Grades 7-9) *</td>
</tr>
<tr>
<td>EDU 5590</td>
<td>Student Teaching Adolescence (Grades 10-12) *</td>
</tr>
</tbody>
</table>

Content Area Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5180</td>
<td>Spanish Curriculum and Methods for Inclusive Classrooms of Adolescent Diverse Learners 3</td>
</tr>
</tbody>
</table>

Total Credits Required: 45

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.
ADOLESCENT EDUCATION SPANISH (7-12)/
TEACHING STUDENTS WITH DISABILITIES (7-12) -
DUAL INITIAL CERTIFICATION - M.S.
New York State Registered Program Code: 26603
HEGIS Code: 0808.00 (Special Education, General)
Molloy Program of Study Code: M1ASS
Certification with NY State is for Dual Initial Certification in Spanish 7-12 and Special Education 7-12.

<table>
<thead>
<tr>
<th>Required Courses (48 credits):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5003 Apprentice Field Experience in Adolescent/Special Education Inclusive Classroom Dual Program</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5010 ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5020 Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5061 Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners</td>
<td>6</td>
</tr>
<tr>
<td>EDU 5100 Strategies and Techniques for Teaching Middle School and Adolescent Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130 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 5230 Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5240 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 5270 Strategies and Techniques for Teaching Middle School Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5272 Psychological, Social and Special Needs of Early Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5275 Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5276 Assessment, Diagnosis and Evaluation of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5278 Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5280 Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>
Students who successfully complete EDU 5270 and EDU 5272 will be able to apply for the Grade 5, 6 Extension in Spanish.

A total of 100 hours of observation/participation in a field school are required prior to beginning student teaching.

All candidates are required by NYSED to have experience in a “high-needs” school setting. These schools/districts are designated as such by NYSED.

ADOLESCENT EDUCATION SPANISH (7-12) - PROFESSIONAL CERTIFICATION - M.S.

New York State Registered Program Code: 25666
HEGIS Code: 0803.00 (Secondary Education, General)
Molloy Program of Study Code: M2AS

Certification with NY State is for Professional Certification in Adolescent Spanish 7-12.

Required Courses (33 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5130</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 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5240</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 5640</td>
<td>Developing Reflective Research for Diverse Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

Content/Pedagogy Courses (12 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5650</td>
<td>Teacher as Researcher in Diverse Classrooms</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 33

Students may elect to take 6 credits from the following courses: EDU 5140, 5252, 5253, 5254, 5270, 5272, 5273, 5274, 5275, 5276, 5277, 5278, 5279 or 5280

Total Credits Required: 48

Adolescent Education - Teaching Students with Disabilities

Adolescent Generalist (7-12)

TEACHING STUDENTS WITH DISABILITIES ADOLESCENT GENERALIST (7-12) - M.S. (FOR INITIAL CERTIFICATION OR FOR PROFESSIONAL CERTIFICATION FOR CANDIDATES ALREADY POSSESSING INITIAL CERTIFICATION IN SWD 7-12)

New York State Registered Program Code: 26605
HEGIS Code: 0808.00 (Special Education, General)
Molloy Program of Study Code (Initial): MAASI
Molloy Program of Study Code (Professional): MAASP

Candidates in possession of Initial Adolescent Education certification in a content area will be able to apply for professional certification with this degree through NYSED Teach Online system.

Required Courses (33 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5020</td>
<td>Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 33
EDU 5010  ePortfolio  0

EDU 5130  Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6 and Adolescence 7-12  3

EDU 5230  Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration  3

EDU 5240  Diverse Abilities and Needs of Students in Inclusive Classrooms Birth - Grade 2, Childhood 1-6 and Adolescence 7-12  3

EDU 5275  Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder  3

EDU 5276  Assessment, Diagnosis and Evaluation of Students with Disabilities  3

EDU 5278  Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities  3

EDU 5280  Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities  3

EDU 5642  Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Adolescent Education  3

EDU 5652  Teacher as Researcher for Special Education and Inclusive Classrooms in Adolescent Education  3

Candidates choose one of the following options (3 credits):

Candidates who are initially certified in another area and have completed student teaching, need to take practicum in special education (3 plus 0 credits):

EDU 5540  Special Education Practicum Seminar (0 credits)  *

and

EDU 5630  Special Education Practicum (3 credits)  *

or

EDU 5274  Autism Spectrum Disorder (3 credits)  *

Total Credits Required:  33

TESOL (PK-12) Program

TESOL (PK-12) - INITIAL CERTIFICATION - M.S.
Teacher of English to Speakers of Other Languages
New York State Registered Program Code: 27069 (Initial Childhood)
New York State Registered Program Code: 27070 (Initial Adolescent)
HEGIS Code: 0899.00 (Education, Other)
Molloy Program of Study Code: M2TES

Candidates in possession of an Initial Childhood or Adolescent Education certification in a content area will be able to apply for professional certification with this degree through the NYSED Teach Online system.

Prerequisite for this program: 12 credits or equivalent in study of a language other than English.

Teacher candidates who are not native speakers of English and who wish to pursue TESOL certification: A minimum grade of 600 on the TOFEL is required before beginning this Program.

Prerequisite to student teaching: 50 hours of field experience in a TESOL setting.

Required Courses (33 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5006</td>
<td>Apprentice Field Experience in TESOL Inclusive Classroom</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5130</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 5540</td>
<td>Special Education Practicum Seminar (0 credits)</td>
<td>*</td>
</tr>
<tr>
<td>EDU 5230</td>
<td>Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5240</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</td>
<td>Introduction to Linguistics for TESOL and Bilingual Professionals</td>
<td>3</td>
</tr>
</tbody>
</table>
EDU 5253  Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice  3

EDU 5254  Structure and Application of American English  3

EDU 5255  Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners  3

EDU 5256  PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas  3

EDU 5484  Pre-Professional TESOL PK-12 Field Experiences in Inclusive Classrooms  0

EDU 5502  TESOL Student Teaching Seminar PK-12  0

EDU 5611  TESOL Practicum  3

EDU 5643  Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)  3

EDU 5653  Teacher as Researcher for Teaching English to Speakers of Other Languages (TESOL)  3

Total Credits Required: 33

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### Educational Technology Program

**EDUCATIONAL TECHNOLOGY - M.S.**

New York State Registered Program Code: 37884 (Educational Technology)

HEGIS Code: 0899.02 (School Media Specialist)

Molloy Program of Study Code: M1ET

Candidates in possession of an Initial Childhood or Adolescent Education certification in a content area will be able to apply for professional certification with this degree through the NYSED Teach Online system.

Certification with NY State is for Initial Certification Educational Technology Specialist PK-12.

**Prerequisite for this program:** One Initial certification in either Early Childhood, Childhood or Adolescent Education.

**Required Courses (36 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5010</td>
<td>ePortfolio</td>
<td>0</td>
</tr>
</tbody>
</table>

---

EDU 5130  Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6 and Adolescence 7-12  3

EDU 5230  Instructional Applications of the Internet - Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration  3

EDU 5240  Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12  3

EDU 5300  Foundations of Educational Technology  3

EDU 5301  Analyzing Digital Media in Teaching and Learning  3

EDU 5302  Interdisciplinary Curriculum and Methods in Educational Technology  3

EDU 5303  Assessment Tools for Educational Technology  3

EDU 5304  Educational Website Design, Video Integration, Distance Learning, Blended and Virtual Schools  3

EDU 5305  Mobile Learning and Teaching with Social Media for Educational Technology Courses  3

EDU 5530  Educational Technology Practicum Seminar  0

EDU 5620  Educational Technology Practicum  3

EDU 5644  Developing Reflective Research Practice in the Educational Technology Rich Classroom Environment  3

EDU 5654  Teacher as Researcher in the Educational Technology Rich Classroom Environment  3

Total Credits Required: 36
Advanced Certificates and Post Master’s Programs In Education

Post-Master’s Certificate Program - Teaching English to Speakers of Other Languages PK-12
New York State Registered Program Code: 31329(TESOL)
HEGIS Code: 1508.00 (Teaching of English as a Foreign Language)
Molloy Program of Study Code: PMTES
Certification with NY State is for Initial Certification in TESOL.

Prerequisite for this program: 12 credits or equivalent in study of a spoken foreign language.

Teacher candidates who are not native speakers of English and who wish to pursue TESOL certification: A minimum grade of 600 on the TOFEL is required before beginning this program.

Required Courses (24 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5010 ePortfolio</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>EDU 5130</td>
<td>3</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>EDU 5240</td>
<td>3</td>
<td>Diverse Abilities and Needs of Students in Inclusive Classrooms Birth - Grade 2, Childhood 1-6 and Adolescence 7-12</td>
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<tr>
<td>EDU 5252</td>
<td>3</td>
<td>Introduction to Linguistics for TESOL and Bilingual Professionals</td>
</tr>
<tr>
<td>EDU 5253</td>
<td>3</td>
<td>Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice</td>
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<tr>
<td>EDU 5254</td>
<td>3</td>
<td>Structure and Application of American English</td>
</tr>
<tr>
<td>EDU 5255</td>
<td>3</td>
<td>Interdisciplinary Teaching Methods and English Language Arts for PK-12, Bilingual and English Language Learners</td>
</tr>
<tr>
<td>EDU 5256</td>
<td>3</td>
<td>PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas</td>
</tr>
<tr>
<td>EDU 5502</td>
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<td>TESOL Student Teaching Seminar PK-12</td>
</tr>
<tr>
<td>Complete either EDU 5550 or EDU 5611*:</td>
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<tr>
<td>EDU 5550</td>
<td></td>
<td>TESOL Student Teaching PK-12</td>
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<tr>
<td>or</td>
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<tr>
<td>EDU 5611 TESOL Practicum</td>
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</tbody>
</table>

Total Credits Required: 24

Post-Master’s Certificate Program - Teaching Students with Disabilities in Grades 1-6
New York State Registered Program Code: 31330
HEGIS Code: 0808.00 (Special Education, General)
Molloy Program of Study Code: PMSCH
Certification with NY State is for Initial Certification in Special Education 1-6.

Required Courses (24 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>EDU 5020</td>
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<td>Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
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<tr>
<td>EDU 5130</td>
<td>3</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>EDU 5240</td>
<td>3</td>
<td>Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder</td>
</tr>
<tr>
<td>EDU 5275</td>
<td>3</td>
<td>Assessment, Diagnosis and Evaluation of Students with Disabilities</td>
</tr>
<tr>
<td>EDU 5276</td>
<td>3</td>
<td>Strategies, Methods and Environments for Teaching Childhood Students with Disabilities</td>
</tr>
<tr>
<td>EDU 5277</td>
<td>3</td>
<td>Curriculum Content, Practices and Environmental Issues for Teaching Childhood Students with Disabilities</td>
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<tr>
<td>EDU 5630</td>
<td>3</td>
<td>Special Education Practicum</td>
</tr>
</tbody>
</table>

Total Credits Required: 24
Post-Master’s Certificate Program - Teaching Students with Disabilities in Grades 7-12

Generalist

New York State Registered Program Code: 31330
HEGIS Code: 0808.00 (Special Education, General)
Molloy Program of Study Code: PMSAD

Certification with NY State is for Initial Certification in Special Education/Generalist 7-12.

Required Courses (24 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 5010 ePortfolio</td>
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<tr>
<td>EDU 5020 Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth - Grade 2, Childhood 1-6, Adolescence 7-12</td>
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<tr>
<td>EDU 5130 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 5240 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 5275 Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5276 Assessment, Diagnosis and Evaluation of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5278 Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5280 Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5630 Special Education Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 24

Advanced Certificate Bilingual Extension Program

The Bilingual Extension Certificate program is designed for birth-12th grade teachers with master’s degrees, who already possess their initial or professional teaching certification in adolescent or childhood education, and who would like to pursue a certificate to qualify them to teach courses in their certification area bilingually—in English as well as an additional language.

POST MASTER’S BILINGUAL EXTENSION PROGRAM

Bilingual Extension Certificate Program
New York State Registered Program Code: 37053 (Bilingual Extension)
HEGIS Code: 0899.00 (Education, Other)
Molloy Program of Study Code: PMBI

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) and a Passing grade on BEA (Bilingual Education Assessment.)

Required Courses (21 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5010 ePortfolio</td>
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<tr>
<td>EDU 5130 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 5250 Teaching Literacy in the Native Language: Strengthening the Connection Between Languages</td>
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<tr>
<td>EDU 5252 Introduction to Linguistics for TESOL and Bilingual Professionals</td>
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</tr>
<tr>
<td>EDU 5253 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5255 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5256 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5610 Bilingual Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 21
Teacher candidates are required to participate in field experiences of observation upon entry into the program. This observation experience must be in the grade level and area in which the candidate is preparing for certification. Candidates engage in reflection and discussion regarding their observations and are evaluated by cooperating teachers and Molloy College faculty supervisors who are certified in the area of the candidate’s experience. Successful completion of the apprentice field experience is required before acceptance into the Pre-Professional Experience prior to Student Teaching. 

Teacher Candidates are required to observe in a high-needs area of the candidate’s experience. Successful completion of the apprentice field experience is required before acceptance into the Pre-Professional Experience prior to Student Teaching. Teacher Candidates are required to observe a high-needs area as determined by NYSED. (This experience must be fulfilled prior to registering for EDU 550's/5480's Pre-Professional Field Experience). A forty hour field experience is required. Co-requisite: EDU 504/5040 for Early Childhood and Childhood Programs. (Pass/Fail) Fee–$109.00. 0 credit

EDU 5001 APPRENTICE FIELD EXPERIENCE IN ADOLESCENT INCLUSIVE CLASSROOM (40 HRS)
(formerly EDU 500A)
Teacher candidates are required to participate in field experiences of observation and participation upon entry into the program. This observation/participation experience must be in the grade level and area in which the candidate is preparing for certification. Candidates engage in reflection and discussion regarding their observations and are evaluated by cooperating teachers and Molloy College faculty supervisors who are certified in the area of the candidate’s experience. Successful completion of the apprentice field experience is required before acceptance into the Pre-Professional Experience prior to Student Teaching. Teacher Candidates are required to observe in a high-needs area as determined by NYSED. (This experience must be fulfilled prior to registering for EDU 550’s/5480’s or EDU 554’s/5490’s Pre-Professional Field Experience). Co-requisite: EDU 504/5040 for Childhood Programs or EDU 510/5100 for Adolescent Programs. (Pass/Fail) Fee–$109.00. 0 credit

EDU 5002 APPRENTICE FIELD EXPERIENCE IN CHILDHOOD/SPECIAL EDUCATION INCLUSIVE CLASSROOM (20 HRS, 20 HRS)
(formerly EDU 500B)
Teacher candidates are required to participate in field experiences of observation and participation upon entry into the program. This observation/participation experience must be in the grade level and area in which the candidate is preparing for certification. Candidates engage in reflection and discussion regarding their observations and are evaluated by cooperating teachers and Molloy College faculty supervisors who are certified in the area of the candidate’s experience. Successful completion of the apprentice field experience is required before acceptance into the Pre-Professional Experience prior to Student Teaching. Teacher Candidates are required to observe in a high-needs area as determined by NYSED. (This experience must be fulfilled prior to registering for EDU 550’s/5480’s or EDU 554’s/5490’s Pre-Professional Field Experience). Co-requisite: EDU 504/5040 for Childhood Programs or EDU 510/5100 for Adolescent Programs. (Pass/Fail) Fee–$109.00. 0 credit

EDU 5003 APPRENTICE FIELD EXPERIENCE IN ADOLESCENT/SPECIAL EDUCATION INCLUSIVE CLASSROOM DUAL PROGRAM (20 HRS, 20 HRS)
(formerly EDU 500C)
Teacher candidates are required to participate in field experiences of observation and participation upon entry into the program. This observation/participation experience must be in the grade level and area in which the candidate is preparing for certification. Candidates engage in reflection and discussion regarding their observations and are evaluated by cooperating teachers and Molloy College faculty supervisors who are certified in the area of the candidate’s experience. Successful completion of the apprentice field experience is required before acceptance into the Pre-Professional Experience prior to Student Teaching. Teacher Candidates are required to observe in a high-needs area as determined by NYSED. (This experience must be fulfilled prior to registering for EDU 550’s/5480’s or EDU 554’s/5490’s Pre-Professional Field Experience). Co-requisite: EDU 504/5040 for Childhood Programs or EDU 510/5100 for Adolescent Programs. (Pass/Fail) Fee–$109.00. 0 credit

EDU 5004 APPRENTICE FIELD EXPERIENCE IN CHILDHOOD/TESOL INCLUSIVE CLASSROOM DUAL PROGRAM (20 HRS, 20 HRS)
(formerly EDU 500D)
Teacher candidates are required to participate in field experiences of observation and participation upon entry into the program. This observation/participation experience must be in the grade level and area in which the candidate is preparing for certification. Candidates engage in reflection and discussion regarding their observations and are evaluated by cooperating teachers and Molloy College faculty supervisors who are certified in the area of the candidate’s experience. Successful completion of the apprentice field experience is required before acceptance into the Pre-Professional Experience prior to Student Teaching. Teacher Candidates are required to observe in a high-needs area as determined by NYSED. (This experience must be fulfilled prior to registering for EDU 550’s/5480’s or EDU 554’s/5490’s Pre-Professional Field Experience). Co-requisite: EDU 504/5040 for Childhood Programs or EDU 510/5100 for Adolescent Programs. (Pass/Fail) Fee–$109.00. 0 credit

EDU 5005 APPRENTICE FIELD EXPERIENCE IN ADOLESCENT/TESOL INCLUSIVE CLASSROOM DUAL PROGRAM (20 HRS, 20 HRS)
(formerly EDU 500E)
Teacher candidates are required to participate in field experiences of observation and participation upon entry into the program. This observation/participation experience must be in the grade level and area in which the candidate is preparing for certification. Candidates engage in reflection and discussion regarding their observations and are evaluated by cooperating teachers and Molloy College faculty supervisors who are certified in the area of the candidate’s experience. Successful completion of the apprentice field experience is required before acceptance
into the Pre-Professional Experience prior to Student Teaching. Teacher Candidates are required to observe in a high-needs area as determined by NYSED. (This experience must be fulfilled prior to registering for EDU 550’s/5480’s or EDU 554’s/5490’s Pre-Professional Field Experience). Co-requisite: EDU 504/5040 for Childhood Programs or EDU 510/5100 for Adolescent Programs. (Pass/Fail) Fee—$109.00. 0 credit

**EDU 5006 APPRENTICE FIELD EXPERIENCE IN TESOL INCLUSIVE CLASSROOM (20 HRS, 20 HRS)**  
(formerly EDU 500F)  
Teacher candidates are required to participate in field experiences of observation and participation upon entry into the program. This observation/participation experience must be in the grade level and area in which the candidate is preparing for certification. Candidates engage in reflection and discussion re: their observations and are evaluated by cooperating teachers and Molloy College faculty supervisors who are certified in the area of the candidate’s experience. Successful completion of the apprentice field experience is required before acceptance into the Pre-Professional Experience prior to Student Teaching. Teacher Candidates are required to observe in a high-needs area as determined by NYSED. (This experience must be fulfilled prior to registering for EDU 550’s/5480’s or EDU 554’s/5490’s Pre-Professional Field Experience). Co-requisite: EDU 504/5040 for Childhood Programs or EDU 510/5100 for Adolescent Programs. (Pass/Fail) Fee—$109.00. 0 credit

**EDU 5010 EPORTFOLIO**  
(formerly EDU 501E)  
Students will upload all benchmarks required by the program in which they are enrolled at a time designated by the professor and stated in 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. (Pass/Fail) Fee—$100.00. 0 credit

**EDU 5020 THEORETICAL FOUNDATIONS AND TEACHING PRACTICES OF REGULAR AND SPECIAL EDUCATION FOR BIRTH-GRADE 2, CHILDHOOD 1-6, ADOLESCENCE 7-12**  
(formerly EDU 502)  
This course offers teacher candidates an opportunity to examine the historical, political, legal, sociological and philosophical influences which impact upon regular and special education. A broad contextual view will be the basis for exploration into past, current and possible future educational processes, practices and issues. An awareness of the interdependence of society and education will be developed by analyzing schools, as well as school districts, which support education. Special emphasis will be placed on effective methods of education for diverse learners, which includes awareness of contemporary issues such as multiculturalism, gender equity, inclusion and values education. Teacher candidates will discuss current educational issues for student learner’s birth-grade 2, grades 1-6 and 7-12, which influence identification criteria, teaching methodology, curriculum development and evaluation techniques for the exceptional learner. Major theorist and advocacy organizations will be considered, as well as how to address all New York State Learning Standards. As part of an ongoing learning process, teacher candidates will begin to develop their own Professional Philosophy of Teaching and Learning, formulated as a result of research, discussion and reflection about their own school experiences. 3 credits

**EDU 5030 METHODS OF TEACHING SCIENCE**  
(formerly EDU 503; formerly Science Curriculum and Methods for Diverse Learners Birth-Grade 2, Childhood 1-6)  
This course is designed to provide teacher candidates with a holistic, interdisciplinary understanding of science, as well as prepare candidates in science content. Focus is on skills necessary to plan and implement active investigations using the discovery model (science learning cycle) and science processing skills. Toward this end, teacher candidates will relate science to contemporary events, research and the daily lives of students. Teacher candidates will integrate science with literature, technology and safety and view science as a lifelong learning experience. Additionally, science literacy skills of listening, speaking, reading and writing for native English speakers and English Language Learners, as well as methods of enrichment and remediation, will be addressed. New York State Learning Standards, New York State Learning Standards for science, as well as those of the National Science Teachers Association will be studied in-depth. Teacher candidates will reflect and connect science methodology to field experiences in PK-12 classrooms. Fee—$109.00 3 credits

**EDU 5040 INTERDISCIPLINARY BIRTH-GRADE 2, CHILDHOOD 1-6, AND MIDDLE CHILDHOOD TEACHING METHODS FOR DIVERSE LEARNERS**  
(formerly EDU 504)  
The goal of this course is to enable the teacher candidates to integrate content areas across the curriculum through personal, content, professional and pedagogical knowledge. These will be evidenced through skill application and dispositions that address diversity in ability, culture and student competencies. Participants will design themes for curriculum integration that incorporate problem-based mathematics, hands-on science, and social studies with reading, writing, listening, and speaking. Inter-curricula assessment and the use of technology in instruction will be addressed for the inclusion classroom and diverse learners. Emphasis will be placed upon developing lessons’ strategies, selecting topics (themes), writing lesson objectives, classroom management, teaching strategies and cognitive/meta-cognitive skill development that maximize student learning and participation through differentiated instructional techniques. Teacher candidates will learn how to help diverse learners in nursery, pre-k, kindergarten and childhood 1-6 understand the relationships and common themes that connect content, discipline and technology along with varied domains for development of the thematic unit in accordance with all New York State Learning Standards, NCATE and INSTASC. Co-requisite: EDU 500/5000, EDU 500B/5002, or EDU 500D/5004. Fee—$109.00 3 credits

**EDU 5050 ADVANCED METHODS OF TEACHING MATHEMATICS IN INCLUSIVE EARLY CHILDHOOD, CHILDHOOD AND MIDDLE CHILDHOOD CLASSROOMS**  
(formerly EDU 505)  
This course consists of an examination of the curriculum goals, instructional strategies and materials for teaching
This course will prepare teacher candidates to utilize the mathematics to the diverse learner in Birth to Grade 2 and Grades 1 to 6. It emphasizes teaching methods for making mathematics meaningful to children by exploring different ways to develop the concepts that are the foundation for future mathematical studies. The teacher candidate will develop learning experiences and conduct assessments reflecting the processes of growth and development of children and pre-adolescents. Attention will be given to planning and teaching mathematical activities for students who are culturally diverse, those with limited English proficiency and those with special needs. The teacher candidate will learn how to use manipulatives to develop concepts and utilize instructional technology, including the calculator, iPad and computer. Using literature to teach mathematics will be investigated as well. The National Council of Teachers of Mathematics’ (NCTM) eight mathematical practices will be studies and applied in all activities. The teacher candidate will learn about and be able to discuss the current issues and problems in math education today such as the implications of the TIMSS report. Finally, the New York State Learning Standards for Mathematics as well as NCTM’s Principles and Standards for School Mathematics will be studied in depth. This course helps 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. Fee--$109.00 3 credits

EDU 5060 INTEGRATED LANGUAGE ARTS AND READING FOR THE INCLUSIVE CLASSROOM OF DIVERSE LEARNERS IN EARLY CHILDHOOD AND CHILDHOOD SETTINGS
(formerly EDU 506A)
The goals of this course are to enable the elementary teacher candidates to teach effectively the integrated language arts as a meaningful and interwoven combination of listening, speaking, reading and writing skills as they apply to an interdisciplinary context. The teacher candidates will learn to select varied methodologies for inclusive instruction in accordance with the New York State Learning Standards in English Language Arts (ELA). The implementation of effective writing processes that employ current research-based methods, technology and assessment techniques will be addressed. The teacher candidates will be exposed to various theories of reading instruction, including the formation of literature circles, writing workshops that involve journal and portfolio process and product construction. Through professor-classroom lesson presentation, the teacher candidate will demonstrate the principles of an integrated approach to teaching literature and use of oral and written expression for inclusive classrooms of diverse learners. Fee--$109.00 6 credits

EDU 5061 ADOLESCENT READING, WRITING AND COMMUNICATING IN THE CONTENT AREAS FOR INCLUSIVE CLASSROOMS OF DIVERSE LEARNERS
(formerly EDU 506B)
This course will prepare teacher candidates to utilize the integrated language arts and reading in connection with the content areas taught in grades 7 through 12. The goals of this course are to enable the teacher candidate to teach effectively the integrated language arts as a meaningful and interwoven combination of listening, speaking, reading and writing skills as they apply to an interdisciplinary context. Teacher candidates will learn to select varied methodologies for inclusive instruction in accordance with the New York State Learning Standards. The implementation of effective writing processes that employ current research-based methods, technology and assessment techniques will be addressed. Teacher candidates will be exposed to various theories of reading instruction, including the formation of literature circles, writing workshops that involve journal and portfolio process and product construction. Through professor-classroom lesson presentation, the teacher candidate will demonstrate the principles of an integrated approach to teaching literature and use of oral and written expression for inclusive classrooms of diverse learners. Fee--$109.00 6 credits

EDU 5070 METHODS OF TEACHING SCIENCE IN INCLUSIVE CLASSROOMS OF MIDDLE SCHOOL AND ADOLESCENT LEARNERS
(formerly EDU 507)
This course will consist of an examination of the National and New York State Learning Standards for science, curriculum goals and key ideas, instructional strategies and materials for teaching science to the diverse learner in grades seven to twelve. It will focus on methods for promoting an active inquiry based learning process. The student will be engaged in developing, planning and assessing effective learning experiences and assessments reflecting the processes of growth and development of the adolescent. Attention is given to planning and teaching scientific concepts through inquiry-based activities for students who are culturally diverse; those with limited English proficiency and those with special needs. Also, the student will participate in utilizing instructional technology as an effective resource to plan and implement science learning experiences. (S)He will be able to seriously reflect on the qualities of effectively teaching science content and process and develop a personal philosophy of science instruction based on standards and research. Students will discuss the current issues and problems in science education today. Finally, the National Science Standards, New York State’s Mathematics, Science and Technology Learning Standards, Intermediate Science Core Curriculum (7-8) and High School Science Core Curriculums will be studied in depth. Fee--$109.00 3 credits

EDU 5090 METHODS OF TEACHING SOCIAL STUDIES IN BIRTH-GRADE 2/CHILDHOOD AND MIDDLE SCHOOL INCLUSIVE CLASSROOMS
(formerly EDU 509)
This course is designed to provide teacher candidates with a holistic and interdisciplinary overview of the field of social studies, key issues in the field and of best practices for teaching social studies to elementary and middle level students in inclusive classrooms. The primary focus of this course is to help teacher candidates develop their own personal philosophy of teaching social studies, as well as develop their own rich pedagogical toolkit of classroom methodologies that will enable them to become an excellent, effective teacher of
social studies. Teacher candidates will integrate social studies education, literacy skills and digital technology into lesson planning, instructional decision-making and assessment creation to address the needs of diverse learners while aligning all work to the current New York State Social Studies Framework, and the Inquiry Arc. Additionally, this course also helps to prepare teacher candidates for the Secondary 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–$109.00 3 credits

EDU 5100 STRATEGIES AND TECHNIQUES FOR TEACHING MIDDLE SCHOOL AND ADOLESCENT STUDENTS IN INCLUSIVE CLASSROOMS
(formerly EDU 510)
This course focuses on the development and application of strategies that will enable a pre-service or non-certificated teacher to plan for meaningful and effective instruction [teaching and learning] in the middle and/or secondary or senior high schools. Emphasis is placed on understanding teaching and learning as they reflect educational and pedagogical theories, as they address students' diverse needs and as they integrate knowledge and technology toward the creation of a teaching and learning environment which maximizes cognitive, emotional and social growth for all students. Corequisite: EDU 500A/5001, EDU 500C/5003 or EDU 500D/5004. Fee–$109.00 3 credits

EDU 5120 ADVANCED METHODS OF TEACHING MATHEMATICS IN INCLUSIVE MIDDLE CHILDHOOD AND ADOLESCENT CLASSROOMS
(formerly EDU 512; formerly Advanced Methods of Teaching Mathematics in Middle School and Adolescent Classrooms; formerly Methods of Teaching Mathematics for Middle School and Adolescent Diverse Learners)
This course consists of an examination of the curriculum goals, instructional strategies and materials for teaching mathematics to the diverse learner in grades seven to twelve. It focuses on methods for making mathematics meaningful by exploring ways to further develop mathematical concepts that began in the childhood classroom. The teacher candidate will develop learning experiences and conduct assessments reflecting the processes of growth and development of the middle childhood and adolescent student. Attention is given to planning and teaching mathematical activities for students who are culturally diverse, those with limited English proficiency and those with special needs. Teacher candidates will learn how to use manipulatives to develop concepts and utilize instructional technology, including the graphing calculator, iPad and computer. The National Council of Teachers of Mathematics' (NCTM) eight mathematical practices will be investigated and applied in all activities. Teacher candidates will learn about and be able to discuss the current issues and problems in math education today, such as the implications of the TIMSS report. Finally, the New York State Learning Standards for Mathematics as well as NCTM’s Principles and Standards for School Mathematics, will be studied in depth. This course helps 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. Fee–$109.00 3 credits

EDU 5130 MEETING THE NEEDS OF CULTURALLY DIVERSE STUDENTS IN INCLUSIVE CLASSROOMS IN BIRTH-GRADE 2, CHILDHOOD 1-6 AND ADOLESCENCE 7-12
(formerly EDU 513)
This course will initially approach multicultural education from a reflective, autobiographical and learner-centered viewpoint, which focuses on birth through grade 2, grades 1 through 6, and grades 7 through 12. The meaning, necessity and benefits of multicultural education will be explored by placing it in a socio-cultural context. The interaction of home, school and community context, the teaching and learning process, as well as the content of instructional materials also will be examined from a multicultural perspective. Strategies for fostering intergroup understanding, awareness and appreciation by students of the diverse ethnic, racial, cultural, and linguistic groups represented in schools and the general population will be considered. Specific cultures will be examined. The effects of students’ home culture, race, gender, ethnicity, religion, socioeconomic status and exceptionalities on the learning process will be explored utilizing case studies and snapshots as well as participants’ own field experiences. Field Component: Attendance at a cultural event and classroom observations. Fee–$109.00 3 credits

EDU 5140 TEACHING ENGLISH LANGUAGE LEARNERS (ELLs)
(formerly EDU 514)
The needs of ELLs are considered from the vantage point of second language acquisition theory and practice. Teacher candidates are expected to demonstrate comprehension of the problems faced by ELLs in classroom settings and to implement methods of assisting these students to maximize their learning potential. The course will assist participants in developing a necessary frame of reference for the education of ELLs. This course will provide an overview of the theoretical and practical aspects of teaching speakers of other languages of all age groups and language proficiency levels. Instructional design, evaluation and classroom management strategies tailored to the needs of ELLs will be considered. Focus will also be placed on lesson planning and materials development to meet the needs of ELLs and youth in sheltered content instruction. Field Component: Formal observation of classes with ELLs and/or evaluation of ESL (English as a Second Language) curricula will be required. Fee–$109.00 3 credits

EDU 5160 CURRICULUM AND METHODS OF TEACHING SOCIAL STUDIES TO DIVERSE ADOLESCENT LEARNERS IN INCLUSIVE CLASSROOMS
(formerly EDU 516)
This course is designed to provide teacher candidates with a comprehensive understanding of the interdisciplinary nature of social studies, as well as to prepare candidates in social studies content. Using the New York State Learning Standards in social studies and those of the National Council for the Social Studies as the framework, teacher candidates will focus on effective teaching and questioning strategies, unit and lesson planning for the diverse classroom and the development of critical thinking and literacy skills. Teacher candidates will learn methods, strategies and techniques for making social studies multicultural, inclusive and activity-based, while also incorporating information technology and media resources
focusing on document-based questions and assessments. The course will emphasize Universal Design for Teaching and Learning, the New York State Learning Standards and edTPA. Fee—$109.00 3 credits

EDU 5180 SPANISH CURRICULUM AND METHODS FOR INCLUSIVE CLASSROOMS OF ADOLESCENT DIVERSE LEARNERS
(formerly EDU 518)
This course addresses the Spanish curriculum in a communicative classroom including methods and techniques useful in the inclusive classroom of adolescents. First and second language acquisition skills as well as the creative use of a variety of procedures will be examined. Communication activities for all four language skills: listening, speaking, reading and writing will be addressed. An in-depth study of models for the effective management of the communicative language classroom will be a major focus of this class. Fee—$109.00 3 credits

EDU 5190 EDTPA PREPARATION
This course will prepare students to write the narrative for EdTPA and offer assistance to students with editing the videotaping of their classes. 3 credits

EDU 5191 EDTPA EXTENDED PREPARATION
This course will give additional time and materials to prepare students to write the narrative for EdTPA and offer assistance in editing the videotaping of their classes. 2 credits

EDU 5210 CURRICULUM, STRATEGIES, METHODOLOGY AND MATERIALS IN EARLY CHILDHOOD EDUCATION, BIRTH - GRADE 2
(formerly EDU 525)
This course prepares teachers and teacher candidates to plan appropriate and individualized curriculum which addresses the social, emotional, cognitive and physical development of young children ages birth to grade 2. Participants will compare and contrast different staffing patterns for birth to grade 2 settings and demonstrate applications of play as a source of learning through interest centers, play centers, spatial arrangements and specifically designed environmental adaptations. The preparation of materials that foster artistic and creative expression in young children and the use of community resources are addressed. Federal and state laws, the standards of the National Association for the Education of Young Children and those of the Association of Childhood Education International are significant components of this course. The goals of this course are to introduce teacher candidates to developmentally appropriate researched-based practices and the creation of teaching materials and strategies to meet the diverse needs of early childhood students in inclusive settings. Fee—$109.00 3 credits

EDU 5220 CURRENT ISSUES IN EARLY CHILDHOOD EDUCATION, BIRTH-GRADE 2: ASSESSMENT OF PROGRESS, RELATIONSHIPS, FAMILIES, LEGAL AND COMMUNITY ISSUES
(formerly EDU 526)
This course focuses on teaching methodology, strategies, and curriculum adaptations in the field of early childhood education (birth - grade 2). Course content is based on developmentally appropriate practices reflective of research-based pedagogy and integration of technology in the classroom. Procedures for designing, implementing and managing the curriculum and assessments to meet the diverse needs of young children in inclusive settings are included. The importance of family and community relationships, as well as ethical guidelines for early childhood practices are discussed. Specific environmental issues are addressed to provide maximum learning experience. This course addresses the standards of the National Association for the Education of Young Children as well as the Association of Childhood Education International and other related agencies. Fee—$109.00 3 credits

EDU 5230 INSTRUCTIONAL APPLICATIONS OF THE INTERNET — INTEGRATING DIGITAL AGE TOOLS INTO INSTRUCTION, CLASSROOM MANAGEMENT, COMMUNICATION AND COLLABORATION
(formerly EDU 527)
The goal of this course is to provide teacher candidates with the opportunity to utilize and apply technology as an integrated part of the educational process for all students, including those with special needs. The use of technology as a tool to support instructional programs, to provide the means for global collaboration and to expand opportunities for personal and professional growth will be practiced. Teacher candidates will collaborate in a learning community while employing the skills for online learning utilizing web 2.0 cloud computing technologies. As users of the most recent technology, they will be able to create personal learning networks which will include Internet resources and which will enhance curriculum, instruction and their students’ learning opportunities. This will enable teacher candidates to experience the benefits of collaboration with other educators and experts in a variety of fields. Participants will use advanced technology tools, strategies and techniques to design lessons and activities, which demonstrate the integration of technology into subject content area and its use with diverse student populations. In particular, teachers and teacher candidates will demonstrate facility in utilizing various forms of assistive technology to address the special needs of students who are learning disabled, mildly mentally retarded or who experience impaired abilities in the regular, inclusive or self-contained classroom or resource room. This course also helps to prepare teacher candidates for the edTPA Assessments by analyzing and applying the task of planning for instruction and assessment. Fee—$109.00 3 credits

EDU 5240 DIVERSE ABILITIES AND NEEDS OF STUDENTS IN INCLUSIVE CLASSROOMS BIRTH-GRADE 2, CHILDHOOD 1-6 AND ADOLESCENCE 7-12
(formerly EDU 537)
This course examines key issues related to the education of students with special academic and/or social needs; physical or emotional challenges; cultural, social or economic differences. Special attention is given to teaching strategies, which create and foster environments conducive to the affective and cognitive development of all students in the regular education classroom. This course will focus on the creation of unit plans which are supported by learning segments designed collaboratively by teams. This course will prepare teacher candidates for the
and to relate this knowledge to the linguistic characteristics of language systems, to identify core elements of selected linguistic theories, to discuss common components of selected language systems, to provide an introduction to the scientific study of language, and to develop a comprehensive overview of the theoretical and practical aspects of language teaching and learning.

EDU 5251 FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL (FLES) METHODS – TEACHING WORLD LANGUAGES TO CHILDREN
(formerly EDU 539)
This course addresses the needs of world language teachers interested in teaching foreign language in the elementary school (FLES), incorporating a FLES program, or improving their world language teaching using FLES methodologies. Participants investigate research in language acquisition and FLES instructional strategies and best practices. The creation and use of thematic units and appropriate materials for early language learners, as well as technological enhancement of language acquisition and the positive incorporation of performance assessments are explored. Readings are shared from a core text, ListServs such as FLTeach and Nanduti, and a variety of articles from professional journals such as The Language Educator, NECTFL Reports, and Learning Languages. Excerpts from the video collection: Teaching Foreign Languages K-12: A Library of Classroom Practices will be reviewed and discussed. Fee—$109.00 3 credits

EDU 5252 INTRODUCTION TO LINGUISTICS FOR TESOL AND BILINGUAL PROFESSIONALS
(formerly Introduction to Linguistics for TESOL Professionals, EDU 540)
This course will provide an introduction to the scientific study of language, with a specific emphasis on areas relevant for TESOL and bilingual education professionals. These areas will include phonology, morphology, syntax, semantics and pragmatics. Topics in linguistics related to issues of first and second language acquisition, and language development and teaching will receive special emphasis. Theoretical and applied linguistic issues will be discussed through the analysis of English language output. Teacher candidates will have the opportunity to identify core elements of selected linguistic theories, to describe common components of selected language systems, and to relate this knowledge to the linguistic characteristics they encounter in the second language classroom. Thus, this course will benefit the TESOL and bilingual education teacher candidates on the theoretical level, by providing knowledge and skills for analyzing linguistic data, and at the practical level, by providing explanations for the specific linguistic phenomena observed. It will also serve as a foundation for further study in the theoretical and practical aspects of language teaching as well as a catalyst for developing acceptance of linguistic diversity. Field Component: Collection and analysis of linguistic data for homework and in-class projects. 3 credits

EDU 5253 SECOND LANGUAGE ACQUISITION, TESOL AND BILINGUAL EDUCATION: THEORY AND PRACTICE
(formerly Second Language Acquisition and TESOL: Theory and Practice, EDU 541)
This course will serve as a foundation to English as a second language teaching and learning. It provides the course participants with a comprehensive overview of the theoretical principles of second language acquisition (SLA), bilingual education and teaching English to speakers of other languages (TESOL) and practical methodologies, approaches and techniques necessary for the effective instruction of English Language Learners (ELLs) and bilingual learners. Historical perspectives of second language learning research and the development of various language teaching approaches also will be discussed. Teacher candidates will examine the similarities and differences between first and second language acquisition as well as several approaches and perspectives of second language teaching. Course participants will consider the linguistic, cognitive, affective, cultural, social and instructional factors contributing to variations in language acquisition among ELLs and bilingual learners. Effective instructional techniques and strategies and classroom management techniques will be practiced. Current TESOL and bilingual education instructional materials will be reviewed and critically analyzed. Field Component: A tutoring project of an ELL or bilingual learner. 3 credits

EDU 5254 STRUCTURE AND APPLICATION OF AMERICAN ENGLISH
(formerly EDU 542)
The purpose of this course is to help teacher candidates (a) develop a thorough understanding of English grammar, (b) apply a professional command of grammar in their own writing, (c) enhance their ability to critique the grammar and composition of their students and (d) acquire practical, instructional strategies and approaches for teaching English grammar in a meaningful way. The course will provide participants with an overview of selected structures of American English and will lay a foundation for continuing study of English grammar. 3 credits

EDU 5255 INTERDISCIPLINARY TEACHING METHODS AND ENGLISH LANGUAGE ARTS FOR PK-12 BILINGUAL AND ENGLISH LANGUAGE LEARNERS
(formerly Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners, EDU 543)
The theoretical and practical aspects of English Language Learners’ (ELLs) oral and written language development will be the focus of this course. Teacher candidates will become acquainted with effective tools and teaching ideas to promote ELLs’ receptive (listening and reading), as well as productive
(speaking and writing) language development. The course will address the language and literacy needs of students of diverse age groups, cultural and linguistic backgrounds, and language proficiency, reading and writing levels. Through readings, discussions, demonstrations, in-class and at-home projects and activities, teacher candidates are expected to (a) demonstrate a thorough understanding of the complex issues of teaching language arts to ELLs and (b) develop a repertoire of tools and techniques to maximize ELLs’ language and literacy learning potential. The course will assist participants in acquiring strategies for teaching listening, speaking, reading and writing to ELLs. Effective instructional models, assessment procedures and classroom organization and management strategies tailored to the needs of ELLs will be considered. Focus will also be placed on lesson planning and materials development to meet the needs of all English language learners from the pre-kindergarten through high school levels. Field Component: Formal observation of classes with ELLs and professional workshop participation will be required. Prerequisites: 540/5252, 541/5253, and 542/5254. Fee–$109.00

**EDU 5270** STRATEGIES AND TECHNIQUES FOR TEACHING MIDDLE SCHOOL STUDENTS IN INCLUSIVE CLASSROOMS
(formerly EDU 565)

This course focuses on the development and application of strategies and techniques necessary to teach middle school students most effectively. Emphasis is placed on methods of addressing the diverse needs of early adolescents and enhancing their cognitive abilities. Topics include: effective questioning techniques, student involvement in classroom decision-making, motivational techniques for students to be self-directed lifelong learners, successful transition practices, collaborative planning, interdisciplinary teaching and the teaming of students and faculty to maximize learning. Fee–$109.00

**EDU 5271** GLOBAL ISSUES RELATING TO THE EDUCATION OF STUDENTS WITH SEVERE DISABILITIES
(formerly EDU 566)

This course is designed to examine critical issues relating to the education of children with severe and multiple disabilities. Topics to be discussed will include assistive, augmentative and instructional technology, family dynamics, physical fitness and nutrition, sports and recreation, sexuality and death and dying, among others. Additionally transition specific resources will be identified and researched in the areas of housing, supported and competitive employment, mobility, transportation and advocacy. 3 credits

**EDU 5272** PSYCHOLOGICAL, SOCIAL AND SPECIAL NEEDS OF EARLY ADOLESCENTS
(formerly EDU 567)

This course focuses on the special cognitive, psychological, social and developmental needs of early adolescents in order to prepare teachers to teach this population more effectively. Emphasis is given to all maturational factors, psychosocial components and cultural aspects, which affect learning. Special consideration is given to classroom adaptations necessary to the unique developmental patterns of adolescent students including those with special needs and with limited English proficiency. Attention will be focused on the components necessary to the formation of classroom communities, which are inclusive, value fostering and emotionally supportive for early adolescents of all ability levels within a multicultural and diverse social environment. 3 credits

**EDU 5273** CHARACTERISTICS OF STUDENTS WITH SEVERE DISABILITIES: BIRTH-2; 1-6 AND 7-12
(formerly EDU 568)

This course will examine the physical/medical, psychological, social-emotional, academic and management needs of students with physical and/or multiple disabilities in both elementary and secondary programs. Teachers and teacher candidates will research and identify elements of UDL to meet the specific physical and medical needs of students with physical, medical and/or multiple disabilities. The course will focus attention on the importance of effective teaming and team planning for academic, behavioral and therapeutic support as it relates to the classroom. Teachers and teacher candidates will explore curriculum options and avenues of performance improvement which will include but not be limited to: (1) task and situation analysis, (2) essential skill domains for self-reliance, (3) the importance of developing student-centered IEPs, (4) relevant instructional segments and individual lesson objectives based on IEP goals and (5) the critical role that self-determination plays in transition planning. This course will also support teacher preparation for the EdTPA Special Education Assessment by addressing several elements of the three required tasks: (1) Planning for Instruction, (2) Instructing and Engaging the Focus Learners and (3) Assessing Learning. 3 credits

**EDU 5274** AUTISM SPECTRUM DISORDER
(formerly EDU 569; Autism and Asperger in Inclusive Classrooms)

This course provides teacher candidates with opportunities to examine the unique learning needs of students with Autism Spectrum Disorder from early intervention through post-secondary transition planning. Throughout this course, teacher
candidates explore the evolution and progression of medical research, changes in diagnostic criteria, as well as federal and state educational mandates relating to students with ASD and their families. In addition, teacher candidates will have a variety of opportunities to analyze, compare and contrast current research-based instructional and behavioral methodologies to address classroom accommodations, academic skill acquisition, behavior management issues, communication strategies and social integration for students with ASD. Fee- $109.00. 3 credits

EDU 5275 CHARACTERISTICS OF STUDENTS WITH DISABILITIES, INCLUDING DEVELOPMENTAL DISABILITIES AND AUTISM SPECTRUM DISORDER
(formerly EDU 570; formerly Characteristics of Students with Disabilities)
This course examines the diverse social, physical/medical, academic, behavioral and management characteristics of students with disabilities including students with developmental disabilities and Autism Spectrum Disorder. Prevalence, diversified etiologies, medical factors as well as cognitive and psychological characteristics will be explored. Current federal and state mandates are addressed as teacher candidates move from theory to practice to design student centered Individual Education Plans. Topics addressed throughout this course include but are not limited to IDEA/504 mandates, classification/disabilities, FAPE in LRE, CSE recommendations and justifications for recommendations, IEP goal alignment to student profile and transition planning. Prerequisite: EDU 537/5240. Fee-$109.00 3 credits

EDU 5276 ASSESSMENT, DIAGNOSIS AND EVALUATION OF STUDENTS WITH DISABILITIES
(formerly EDU 571)
This course will provide teachers/teacher candidates with the conceptual background necessary to assess, diagnose and evaluate students with disabilities. Participants will survey and interpret frequently used assessment tools and informal assessment procedures. The assessment process will consider methods of managing student data and recognizing areas of bias. This course will survey the relationship of formal and informal assessment tools and strategies to New York State Learning Standards and all New York State Learning Standards. Fee- $109.00 3 credits

EDU 5277 STRATEGIES, METHODS AND ENVIRONMENTS FOR TEACHING CHILDHOOD STUDENTS WITH DISABILITIES
(formerly EDU 572)
The goal of this course is to enable teacher candidates to utilize effective teaching methodologies and create learning environments to promote success for childhood students with disabilities. This course will examine the behavioral, psycho-educational, social, environmental and developmental needs of the child with disabilities, grades 1-6. The psychology of the learner who is disabled will be presented. Self-esteem, behavioral management and learning styles will be studied. This course will also emphasize how to develop strategies and continue to measure progress in social, behavioral and psycho-educational areas. All necessary developmental skills will be taught as part of New York State Learning Standards, all New York State Learning Standards and curriculum and the Standards of the Council for Exceptional Children as they relate to the elementary school program. Fee- $109.00 3 credits

EDU 5278 STRATEGIES, METHODS AND ENVIRONMENTS FOR TEACHING ADOLESCENT STUDENTS WITH DISABILITIES
(formerly EDU 573)
The goal of this course is to enable candidates to utilize effective teaching methodology, strategies and environments to promote success for adolescent students with disabilities. This course will examine psycho-social, psycho-educational and behavioral needs of the adolescent with special needs grades 7-12. The psychology of the learner with special needs with equal emphasis on psycho-social issues will be presented. Self-esteem, behavior management and learning styles will be studied. This course will also emphasize development, modification and continued measurement of progress in social, behavioral, educational and environmental areas. These continued measurements will be taught as they relate to New York State Standards, Standards of the Council for Exceptional Students, New York State Education Department assessments, regents examinations and all curricula issues. Fee- $109.00 3 credits

EDU 5279 CURRICULUM CONTENT, PRACTICES AND ENVIRONMENTAL ISSUES FOR TEACHING CHILDHOOD STUDENTS WITH DISABILITIES
(formerly EDU 574)
This course of study is designed to introduce reading writing and mathematics methods and programs for children with disabilities. Instruction will focus on using test data and student observation to determine the best method of teaching these subjects. This course will foster an understanding of the way in which methodology, materials and practices must be coordinated to meet the specific needs and address the deficits of each student. Particular attention will be given to basal and developmental programs and meeting New York State Learning Standards and all New York State Learning Standards. Commonly used diagnostic instruments and state assessments will be reviewed. Clinical methods of teaching reading and writing to students who cannot benefit from the basal programs will be surveyed. Developing and implementing state mandated academic intervention services (AIS) will be presented. Fee-$109.00 3 credits

EDU 5280 CURRICULUM CONTENT, PRACTICES AND ENVIRONMENTAL ISSUES FOR TEACHING ADOLESCENT STUDENTS WITH DISABILITIES
(formerly EDU 575)
This course is designed to review curriculum in reading, mathematics and written composition in grades 7-12. It will enable participants to develop strategies and provide environmental benefits for secondary students challenged to access state curriculum. In an all regents program, with special needs need to be exposed to parallel curriculum and apply reading, writing and mathematics science and social studies strategies to content area. New York State assessments necessitate that students with disabilities be able to transfer strategies learned to the assessment environment. New York State Learning Standards, all New York State Learning Standards and Standards of the Council for Exceptional Children, as well
as the revisions of No Child Left Behind Legislation will be incorporated into this course. Fee-$109.00 3 credits

EDU 5300 FOUNDATIONS OF EDUCATIONAL TECHNOLOGY
(formerly EDU 508; formerly Theoretical Foundations, Instructional Technologies and Teaching Practices of Regular and Special Education for Birth-Grade 2, Childhood 1-6 and Adolescence 7-12))
This course offers teacher candidates an opportunity to examine the introduction of instructional technology, and its influences that impact upon regular and special education, including assistive and educational technology for improving student performance according to New York State Learning standards. A broad contextual view will be the basis for exploration into past, current and possible future educational technology processes, practices and issues through primary source literature and digital artifacts. This exploration leads to the candidate’s final project: a rigorous, web-based, well-documented personal philosophy of educational technology incorporating a variety of digital media artifacts. In this course candidates will initiate their web their web based professional portfolio for the program. Candidates are expected to make additions and revisions to this philosophy each succeeding semester. 3 credits

EDU 5301 ANALYZING DIGITAL MEDIA IN TEACHING AND LEARNING
(formerly EDU 517)
This course offers teachers and teacher candidates an opportunity to analyze how media, texting, chat, status updates and hypertext change the way texts are read and interpreted, both in and out of the classroom. Teacher candidates will study various theories of literacy and how it changes with the introduction of digital technologies. The effective integration of technology to increase student achievement and how teachers and teacher candidates apply pedagogical theories to integrate technology will be emphasized. This course also helps to prepare teacher candidates for the edTPA Assessments by analyzing and applying the task of planning for instruction and assessment. Teacher candidates will use the following definition of digital literacy to develop best practices for the integration of new digital media into their classrooms with their students: The ability to use digital technologies and communication tools to locate, evaluate, use and create information; The ability to understand and use information in multiple formats from a wide range of sources when it is presented using a variety of twenty-first century media; A person’s ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation and to evaluate and apply new knowledge gained from digital environments. As new literacies that include digital technologies evolve, preparing students to understand and adjust to these literacy demands is critical to current and future expectations for pleasure and work (International Reading Association, 2001; Leu, Mallette, Karchmer, & Kara-Soteriou, 2005). For instance, teachers may identify with past models of literacy that are paper and pencil bound. However, new conceptions involve continually changing views of reading and writing, particularly with the advent of the Internet (Leu et al., 2004; Warschauer, 2006). These new literacies include innovative text formats (multiple media or hybrid texts; Lemke, 1998), new reader expectations (reading nonlinearly; Warschauer, 2006) and new activities (website publication; Leu et al., 2004). They extend traditional literacy experiences with comprehension of information on the Internet; effective use of search engines to locate information; evaluation of internet sources; communication using e-mail, texts and chats; and the use of word processing programs (International Society for Technology in Education, 2007). Fee–$109.00 3 credits

EDU 5302 INTERDISCIPLINARY CURRICULUM AND METHODS IN EDUCATIONAL TECHNOLOGY
(formerly EDU 519)
This course will highlight basic lesson planning, effective teaching, oral communication skills, writing and learning, school-to-work, classroom technology and learning standards. Objectives, content, instructional materials, activities and theoretical principles for interdisciplinary teaching of English language arts, mathematics, science and social studies incorporating technology use and the accompanying standards will also be emphasized in the pre-K to twelfth grade classroom environments. Application of technology skills to the content and digital instructional materials will be used to teach and ISTE NETS Standards’ based interdisciplinary curriculum in the areas of English language arts, mathematics, science and social studies. Fee–$109.00 3 credits

EDU 5303 ASSESSMENT TOOLS FOR EDUCATIONAL TECHNOLOGY
(formerly EDU 529)
The goals of this course are to provide participants with the skills necessary to evaluate existing curriculum and revise it when applicable and to design and develop innovative curriculum utilizing educational and digital age technologies that will challenge students to pursue in-depth understanding of subject content. Interdisciplinary approaches to curriculum design, incorporation of effective questioning techniques, strategies which foster critical thinking skills in students and the use of authentic forms of assessment will be important topics in this course. This course also helps to prepare teacher candidates for the edTPA Assessments by analyzing and applying the task of planning for instruction and assessment. Fee–$109.00 3 credits

EDU 5304 EDUCATIONAL WEBSITE DESIGN, VIDEO INTEGRATION, DISTANCE LEARNING, BLENDED AND VIRTUAL SCHOOLS
(formerly EDU 534)
This course offers teachers and teacher candidates an opportunity to evaluate aspects of the Internet for website design, video integration and distance learning to promote educational technology in their classroom and prepare for the 21st century learner. This course provides an in-depth look at the Internet as a source of learning and learning environments such as blended learning and virtual schools to promote successful teaching and the integration of technology in the classroom. Students will engage in exploratory projects and present findings to the class in digital and web-based formats. Emphasis is given to applying the knowledge and skills necessary to create a web-based, student-centered lesson/unit that provides diverse learners with opportunities for formal and informal learning. There is an emphasis on the design and development
tools and applications to facilitate learning among students in K-12 settings that employ web-based instructional options, such as video integration and digital age tools. Evaluation of different learning environments will help prepare teachers and teacher candidates to become educators of the 21st century learner. This course also helps to prepare teacher candidates for the edTPA Assessments by analyzing and applying the task of Planning for Instruction and Assessment. Fee–$109.00 3 credits

EDU 5305 MOBILE LEARNING AND TEACHING WITH SOCIAL MEDIA FOR EDUCATIONAL TECHNOLOGY COURSES
(formerly EDU 535)
This course will examine mobile applications developed by Apple and Android for the purpose of integrating educational technology into K-12 classrooms. Teachers and teacher candidates will evaluate mobile applications on smart phones and tablets to promote effective educational technology teaching. This course considers how mobile computing has changed the educational landscape and how information is readily available and in new and different formats. Because mobile computing is ubiquitous, social media is part of K-12 students every day activities. This course will also look at social media websites for their implications in education. The course will provide teachers and teacher candidates a view of how learning strategies can incorporate different types of social media, including a focus on how their use in K-12 classrooms can build community, develop literacy and foster critical thinking for the 21st century learner. The course will provide opportunities for teachers and teacher candidates to create learning environments and activities utilizing mobile applications and social media. This course also helps to prepare teacher candidates for the edTPA Assessments by analyzing and applying the task of planning for instruction and assessment. Fee–$109.00 3 credits

EDU 5350 STEM EDUCATION IN SOCIETY: INTERDISCIPLINARY CURRICULUM IN STEM TEACHING AND LEARNING
(formerly EDU 581; Molecular Genetics with Applications to Inherited Disease, Human Development and Evolution)
This course is designed to examine how STEM education intersects with challenges our society will face in current times including climate change issues, limitations of resources, gene-based technology and globalization. It will explore the link between science, science policy and contemporary issues and how scientists, science educators and students of science think about and address these issues. 3 credits

EDU 5351 STEM FOR SPECIAL EDUCATION, ALTERNATIVE PROGRAMS AND DIVERSE POPULATIONS
(formerly EDU 581A)
Studies have shown that diverse and special needs populations are underrepresented in the STEM (science, technology, engineering and mathematics) fields. Many features of STEM education, however, lend themselves well to addressing the needs of such students. This course will highlight research and best practices related to using integrated, hands-on STEM tools and techniques that help special education classrooms, alternative programs and disadvantaged schools adopt STEM subjects more readily. Students will work on unit plans for a chosen STEM subject that address a specific special needs population, will research issues related to inequalities in STEM education and will identify successful models of making STEM accessible for all students. 3 credits

EDU 5352 DIGITAL LEARNING IN THE STEM CLASSROOM
(formerly EDU 582A)
This course is centered around examining the pros and cons of using digital technology in the science classroom. Students will critically analyze examples of different digital learning programs, design digital learning environments, and communicate the potential of digital learning solutions to continuously refine instructions and improve student learning in science. Different models of digital technology for STEM teaching and learning will be examined including games-based learning, virtual labs, flipped classrooms, online communities, and more. Students will explore ways in which technology complements science teaching and will work together to create a teaching unit centered on carefully curated science teaching technology. 3 credits

EDU 5353 EVOLUTIONARY ECOLOGY AND ANTHROPOGENIC EFFECTS ON BIODIVERSITY FOR ADOLESCENT CLASSROOMS
(formerly EDU 580)
In this course, science educators will examine the process of evolution from two perspectives: its interaction with ecology and with genetics. Evolutionary ecology focuses on the evolution of behavior, species interaction and spatial distribution patterns of organisms. Evolutionary genetics focuses on the nature and origin of variation, on factors that influence variation such as selection and drift, and on the ultimate result of these factors: adaptation and speciation. Human influences that modify the natural development of biodiversity are integrated throughout. A variety of techniques, experiments and simulations, used to study evolution are designed to engage and teach the adolescent learner. The teacher candidate will master pedagogical objectives that include the following: acquire skills necessary to plan and implement empirical processes; correlate scientific data with contemporary issues; learn how to integrate the use of technology as it relates to scientific inquiry; and differentiate instructional methods to complement the needs of diverse learners. New York State’s Learning Standards will be studied and applied in-depth. 3 credits

EDU 5354 HISTORY OF BIOLOGY AND 21ST CENTURY: SOCIAL, ETHICAL AND TECHNOLOGICAL CONCERNS
(formerly EDU 583)
This course is designed to give the teacher candidate an overview of the history of biology from medieval time through the advances of the 21st Century in order to delineate the antecedent relationship of early scientific thought to applied science and modern technology. The historical tenets of Aristotle, Hooke, Pasteur, Darwin and others will bridge the historic and contemporary philosophies of science with our present body of scientific knowledge. Twenty-first century concepts in genetic engineering, genetic screening and various modern day diseases will provide a basis to discuss contemporary controversies in bioethics and genetic counseling which will prepare the
teacher candidate to integrate scientific, technological and social mores into the adolescent science curriculum. The contemporary topics to be theoretically investigated include: gene therapy, bioengineering; reproductive cloning; future research interests including HIV and Ebola vaccines, and the use of human stem cell products in transplantation. These topics will be experientially approached to illustrate the relevance and importance of science to the personal lives of the adolescent learner. New York State’s Learning Standards for Science and Technology will be studied and applied in-depth. In this course, science educators will examine the process of evolution from two perspectives: its interaction with ecology and with genetics. Evolutionary ecology focuses on the evolution of behavior, species interaction, and spatial distribution patterns of organisms. Evolutionary genetics focuses on the nature and origin of variation, on factors that influence variation such as selection and drift and on the ultimate result of these factors: adaptation and speciation. Human influences that modify the natural development of biodiversity are integrated throughout.

A variety of techniques, experiments and simulations, used to study evolution are designed to engage and teach the adolescent learner. The teacher candidate will master pedagogical objectives that include the following: acquire skills necessary to plan and implement empirical processes; correlate scientific data with contemporary issues; learn how to integrate the use of technology as it relates to scientific inquiry; and differentiate instructional methods to complement the needs of diverse learners. New York State’s Learning Standards will be studied and applied in-depth. 3 credits

EDU 5360 MATHEMATICS CURRICULUM AND PEDAGOGY FOR TEACHING GRADES 7, 8 AND ALGEBRA 1 FOR DIVERSE LEARNERS IN INCLUSIVE CLASSROOMS

(Formerly EDU 584; formerly Mathematics Curriculum and Pedagogy for Middle Childhood and Adolescent Diverse Learners)

This course consists of an examination of the mathematical skills and concepts that form the New York State Learning Standards for Mathematics for Seventh Grade, Eighth Grade and Integrated Algebra 1. The teacher candidate will learn how to create lessons to teach the standards in developmentally appropriate ways. Lessons will be planned to promote problem solving strategies through real-world applications. The use of instructional technology such as the graphing calculator, iPad and computer will be incorporated in the activities that the teacher candidate will learn how to design. Attention will be given to helping the teacher candidate develop strategies to teach to a diverse and multicultural population. The National Council of Teachers of Mathematics’ (NCTM) eight mathematical practices will be studied and applied in all activities.

EDU 5361 MATHEMATICS CONCEPTS, CURRICULUM AND PEDAGOGY OF THE REFORM PRE-CALCULUS AND CALCULUS

(Formerly EDU 585; formerly Mathematics Concepts and Pedagogy of the Reform Pre-Calculus and Calculus)

This course focuses on the concepts of pre-calculus and calculus relevant to topics and courses taught at the adolescent level. Following the reform approach, topics are studied geometrically, numerically, analytically and verbally as appropriate (Rule of Four). Topics include review of different types of functions and their representations, limits and continuity, derivatives, integrals, series and applications. The graphing calculator, iPad and computer applications will be used to model the concepts inherent in the study of pre-calculus and calculus. Pedagogical teaching strategies such as cooperative learning and active learning will be emphasized throughout the course. This course helps teacher candidates develop the ability to create questions involving all areas of culture and ethnicity. In addition, developmentally appropriate presentations of the topics for the diverse learner will be explored. An examination of the AP exams for calculus AB and calculus BC will help the teacher candidate understand how course content aligns to assessment. The National Council of Teachers of Mathematics’ (NCTM) eight mathematical practices will be studied and applied in all activities. 3 credits

EDU 5362 MATHEMATICS CURRICULUM AND PEDAGOGY FOR PROBLEM SOLVING IN GEOMETRY, ALGEBRA 2 AND TRIGONOMETRY FOR THE DIVERSE LEARNER IN THE INCLUSIVE CLASSROOM

(Formerly EDU 586; formerly Modern Mathematics Topics and Pedagogy for Contextual Problem Solving.)

This course consists of an examination of topics from modern mathematics that can be used to illustrate real-life applications for problem solving in the Geometry and Algebra 2 and Trigonometry courses. The applications are motivating mathematical connections to contemporary topics from everyday life. Technology uses are explored as a way to bring course content to life. Also, as a tool to analyze and solve the problems presented, problem solving strategies will be taught. The topics presented come from the conceptual categories of number and quantity, algebra, functions, modeling, geometry and statistics and probability as found in the New York State P-12 Common Core Learning Standards for Mathematics. Developmentally appropriate presentations of the topics for the diverse learner are explored throughout the course. The National Council of Teachers of Mathematics’ (NCTM) eight mathematical practices will be studied and applied in all activities. 3 credits

EDU 5370 WRITING TECHNIQUES FOR DIVERSE ADOLESCENT LEARNERS

(Formerly EDU 588)

This course involves teaching, in accordance with the New York State Common Core Learning Standards in English Language Arts, the skill of writing in the areas of rhetorical modes, structure, grammar and vocabulary to diverse adolescent learners. Through the course content and varied assignments, teacher candidates will learn methods of writing as well as teaching writing to diverse students. The course provides multiple methods, techniques and strategies for the teacher candidate to design as well as differentiate writing instruction in order to address the varied needs of learners. Adaptations for English language learners and students with special needs as well as enrichment and remediation approaches are addressed in the course. Topics to be explored include: the writing process; narrative, informative/explanatory and argumentative writing; responding to literature; research; and assessment. 3 credits
EDU 5371 LITERARY GENRES FOR DIVERSE ADOLESCENT LEARNERS  
(formerly EDU 589)
This course for teacher candidates emphasizes various methods of standards-based instruction for diverse adolescent learners in the areas of the major literary genres. Specifically, it focuses on poetic forms, short fiction, comedy, tragedy, the novel, media literacy, multiethnic literature, nonfiction, grammar, vocabulary and assessment. Methods of analysis of the styles and structures of each genre, effective teaching techniques, differentiated instruction, classroom adaptations and remediation/enrichment approaches for diverse learners are addressed for student-centered and technology-rich classrooms. 3 credits

EDU 5372 MYTHOLOGY, FICTION, FILM AND THE TEACHING OF CONTEMPORARY ISSUES TO DIVERSE ADOLESCENT LEARNERS  
(formerly EDU 590)
In this course, pre-service and in-service teachers are invited to explore how selected mythological themes are employed in modern films, novels and short stories to teach social concerns. The techniques, approaches and impact of the genres are analyzed, synthesized, compared and contrasted, with particular emphasis on how the diverse learner experiences and learns from these genres. Technology components are addressed as an applicable strategy for instruction. 3 credits

EDU 5373 METHODS OF TEACHING CREATIVE WRITING TO DIVERSE ADOLESCENT LEARNERS  
(formerly EDU 591)
This course presents teacher candidates with mentor adolescent texts and with effective methods, techniques and strategies for stimulating diverse student learners to express their views and reflections through the genres of fiction, poetry and memoir with varied media techniques. Standards-based methods of teaching writing as well as enrichment and remediation approaches are included in the course. Teacher candidates will engage in creative writing assignments and learn how to effectively teach varied genres of writing to diverse adolescents in meaningful and engaging ways. Differentiated instruction and classroom adaptations to address the individual needs of students, including English language learners and students with special needs, in the area of creative writing will be explored. 3 credits

EDU 5380 TEACHING THE UNITED STATES IN THE AGE OF GLOBALIZATION TO ADOLESCENT DIVERSE LEARNERS  
(formerly EDU 592)
The course involves instruction in teaching, in accordance with the National and New York State Standards in Social Studies, the major movements and events in American history. The United States today is a nation of extraordinary diversity, but also one whose people share a common political system and public culture. In order to make informed judgments about the present and enrich the student’s understanding of America and its place in the world today, it is necessary to grasp a multifaceted history of United States. This course aligns itself with the New York State Social Studies Frameworks, providing multiple methods for teaching the key topics in United States history, including the study of the major features of the U.S. Constitution and the history of the United States as an industrial nation. Teacher candidates will employ a multidimensional, technology driven approach that aligns content with the current changes in New York State assessment measures. Teacher candidates will develop a research paper in order to strengthen their knowledge of historical subject matter and be required to apply appropriate instructional strategies to teach their researched content. 3 credits

EDU 5381 TEACHING EUROPE IN THE 20TH CENTURY TO ADOLESCENT DIVERSE LEARNERS  
(formerly EDU 593)
This course will offer teachers and/or teacher candidates an opportunity to learn the complex historical content in the unfolding history of our world. This course will appropriately align itself the National and the New York State Social Studies Frameworks by including an examination of important connections and interactions of people and their differing views of the same events; an analysis of significant turning points in world history; a impact of the social, political, economic and military developments on world history and the influence of geography on the movement and the development of civilization. Content and strategies will be aligned with the current changes in New York State assessment measures. The course will include an introduction to the theories of Big History, a multidisciplinary approach that explores history from the Big Bang to today, offering a narrative of history that incorporates science and the use of evidence and logic to explain our world. Teacher candidates will develop a research paper in order to strengthen their knowledge of historical subject matter and be required to apply appropriate instructional strategies to teach their researched content. 3 credits

EDU 5382 TEACHING THE MODERNIZATION OF THE NON-WESTERN WORLD TO ADOLESCENT DIVERSE LEARNERS  
(formerly EDU 594)
This course will provide teacher candidates with an overview of the research on the developmental needs and unique challenges in teaching social studies at the middle school level, as well as the researched and proven strategies for successfully teaching students at this level. Candidates will be instructed in methods to employ technology to meet the pivotal needs of learners as they transition to the high school level. This course content will be aligned with current changes in New York State assessment measures that teachers need to prepare students for at the middle level. The National Standards, New York State Social Studies Frameworks for the Social Studies as well as the Association for Middle Level Education Middle Level Teacher Preparation Standards will be reflected in this course. Teacher candidates will develop a research paper in order to strengthen their knowledge of the middle level historical subject matter and candidates will be required to apply appropriate middle level instructional strategies to teach their researched content. 3 credits

EDU 5383 TEACHING THE POLITICS OF CHOICE TO ADOLESCENT DIVERSE LEARNERS  
(formerly EDU 595)
This course will provide the teacher candidate with an introduction to political and economic policymaking and its importance to our society. The official and unofficial inputs in policymaking, with an emphasis on the role of citizens in the
process, will be studied. The development of U.S. political, social and economic policies and their impact will be explored and the major challenges facing contemporary U.S. society will be analyzed. The New York State Social Studies Frameworks for government and economics will be the foundation of this course. Teacher candidates will select an appropriate public policy project, which will include an analysis of citizen decision making through the use of a primary source analysis of the scholarly literature and be required to apply appropriate instructional strategies to teach their researched content. 3 credits

EDU 5390 COMMUNICATIVE PROFICIENCY: THE DEVELOPMENT OF ORAL SKILLS IN THE INCLUSIVE CLASSROOM OF ADOLESCENT DIVERSE LEARNERS
(formerly EDU 596)
In this course strategies and techniques for teaching Spanish pronunciation will be addressed. Opportunities for expanding knowledge of the various dialects of Spanish will be provided to increase understanding of how the sound system functions and how the sounds of Spanish contrast both physically and conceptually. Practice sessions and exercises will enhance pre-service teachers’ ability to relate the sounds of the language to its spelling symbols. 3 credits

EDU 5391 SPANISH GRAMMAR TOPICS, PEDAGOGICAL APPLICATION TO THE READING AND WRITING PROCESS FOR THE INCLUSIVE CLASSROOM OF ADOLESCENT DIVERSE LEARNERS
(formerly EDU 597)
This course will provide pre-service Spanish teacher with an in-depth examination of Spanish grammar topics. Students will have opportunities to select effective strategies and techniques for the application of the rules of grammar to enhance communicative proficiency. Emphasis will be placed on the correction of errors in structure and syntax that interfere with the reading and writing processes. Current Spanish grammar pedagogical materials will be examined and students will be required to produce devices for the teaching and assessment of Spanish grammar. 3 credits

EDU 5392 SPANISH CULTURE AND CIVILIZATION FOR THE INCLUSIVE CLASSROOM OF ADOLESCENT DIVERSE LEARNERS
(formerly EDU 598)
This course will provide the pre-service Spanish teacher with a study of the history, geography, literature, music, social and political characteristics of the Iberian Peninsula. Students will develop methodologies to promote cross-cultural skills and understandings of the Spanish culture in their classrooms. Based on cultural understanding of the Spanish people, students will demonstrate the impact of such understanding to enhance communication. Pre-service teachers will have the opportunity to present lessons which integrate the contributions of Spanish culture to daily life. 3 credits

EDU 5393 LATIN AMERICAN CULTURE AND CIVILIZATION FOR THE INCLUSIVE CLASSROOM OF ADOLESCENT DIVERSE LEARNERS
(formerly EDU 599)
This course will provide the Spanish teacher with a study of the history, geography, literature, music, social and political characteristics of Latin America. Candidates will develop methodologies to promote cross-cultural skills and understandings of the Latin-American culture in their classrooms. Based on cultural understanding of the Latin American people, candidates will demonstrate the impact of such understanding to enhance communication. Teachers will have the opportunity to present lessons which integrate the contributions of Latin American culture to daily life. 3 credits

EDU 5480 PRE-PROFESSIONAL CHILDHOOD FIELD EXPERIENCES IN INCLUSIVE CLASSROOMS
(formerly EDU 550A)
This field experience will provide teacher candidates observations and supervised experiences in a classroom in the specific area of childhood education for which the teacher candidate is seeking initial certification. 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 the supervision of certified master teachers as well as a Molloy College Field Supervisor. Evaluations will be based on field performance. Successful completion of the pre-professional experience is required before teacher candidates are permitted to student teach. A sixty hour field experience is required. (Pass/Fail) Fee-$170.00 0 credits

EDU 5481 PRE-PROFESSIONAL CHILDHOOD/SPECIAL EDUCATION FIELD EXPERIENCES IN INCLUSIVE CLASSROOMS
(formerly EDU 550B)
This field experience will provide teacher candidates observations and supervised experiences in a classroom in the specific area of childhood/ special education for which the teacher candidate is seeking initial dual certification. Teaching experiences in all content areas normally taught in the childhood/special education 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/Special Education teacher candidates will be under the supervision of certified master teachers as well as a Molloy College Field Supervisor. Evaluations will be based on field performance. Successful completion of the pre-professional experience is required before teacher candidates are permitted to student teach. A sixty hour field experience is required. (Pass/Fail) Fee-$170.00 0 credits

EDU 5482 PRE-PROFESSIONAL CHILDHOOD/TESOL PK–12 FIELD EXPERIENCES IN INCLUSIVE CLASSROOMS
(formerly EDU 550D)
This field experience will provide teacher candidates observations and supervised experiences in a classroom in the specific area of childhood/TESOL for which the teacher candidate is seeking initial dual certification. Teaching experiences in all content areas normally taught in the childhood/TESOL 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/TESOL teacher candidates will be under the supervision of certified
master teachers as well as a Molloy College Field Supervisor. Evaluations will be based on field performance. Successful completion of the pre-professional experience is required before teacher candidates are permitted to student teach. A sixty hour field experience is required. (Pass/Fail) Fee-$170.00
0 credits

EDU 5483 PRE-PROFESSIONAL EARLY CHILDHOOD/CHILDHOOD FIELD EXPERIENCE, NURSERY, PK, KINDERGARTEN, GRADES 1-2 (60 HRS)  
(formerly EDU 550E)
This field experience will provide teacher candidates with observations and supervised experiences in a classroom in the specific area of early childhood nursery, Pre-k, kindergarten, grades 1-2 for which the teacher candidate is seeking initial dual certification. Teaching experiences in all content areas normally taught in the early childhood/childhood classroom with diverse student populations will be provided as well as opportunities for a gradual increase in the teacher candidate’s responsibilities in the classroom. Early childhood/childhood teacher candidates will be under the supervision of certified master teachers as well as a Molloy College Field Supervisor. Evaluations will be based on field performance. Successful completion of the pre-professional experience is required before teacher candidates are permitted to student teach. A sixty hour field experience is required. (Pass/Fail) Fee-$170.00. 0 credits

EDU 5484 PRE-PROFESSIONAL TESOL PK–12 FIELD EXPERIENCES IN INCLUSIVE CLASSROOMS  
(formerly EDU 550F)
This field experience will provide teacher candidates observations and supervised experiences in a classroom in the specific area of childhood/TESOL for which the teacher candidate is seeking initial dual certification. Teaching experiences in all content areas normally taught in the childhood/TESOL 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/TESOL teacher candidates will be under the supervision of certified master teachers as well as a Molloy College Field Supervisor. Evaluations will be based on field performance. Successful completion of the pre-professional experience is required before teacher candidates are permitted to student teach. A sixty hour field experience is required. (Pass/Fail) Fee-$170.00 0 credits

EDU 5485 PRE-PROFESSIONAL TESOL PK–12 (FIVE YEAR PROGRAM)  
(formerly EDU 550T)
This field experience will provide teacher candidates observations and supervised experiences in classrooms in the area of TESOL for which the teacher candidate is seeking initial certification. Teaching experiences in TESOL 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. TESOL teacher candidates will be under the supervision of certified master teachers as well as a Molloy College Field Supervisor. Evaluations will be based on field performance. Successful completion of the pre-professional experience is required before teacher candidates are permitted to student teach. A sixty hour field experience is required. (Pass/Fail) Fee-$170.00 0 credits

EDU 5490 PRE-PROFESSIONAL ADOLESCENT FIELD EXPERIENCES IN INCLUSIVE CLASSROOMS  
(formerly EDU 554A)
This field experience will provide teacher candidates observations and supervised experiences in a classroom in the specific content area of adolescent education for which the teacher candidate is seeking initial certification. Teaching experiences in the content area normally taught in the adolescent classroom with diverse student populations will be provided as well as opportunities for a gradual increase in the teacher candidate’s responsibilities in the classroom. Adolescent teacher candidates will be under the supervision of certified master teachers as well as a Molloy College Field Supervisor. Evaluations will be based on field performance. Successful completion of the pre-professional experience is required before teacher candidates are permitted to student teach. A sixty hour field experience is required. (Pass/Fail) Fee–$170.00 0 credits

EDU 5482 PRE-PROFESSIONAL ADOLESCENT/SPECIAL EDUCATION FIELD EXPERIENCES IN INCLUSIVE CLASSROOMS  
(formerly EDU 554B)
This field experience will provide teacher candidates observations and supervised experiences in a classroom in the specific content area of adolescent/special education for which the teacher candidate is seeking initial dual certification. Teaching experiences in the content area normally taught in the adolescent/special classroom with diverse student populations will be provided as well as opportunities for a gradual increase in the teacher candidate’s responsibilities in the classroom. Adolescent/Special Education teacher candidates will be under the supervision of certified master teachers as well as a Molloy College Field Supervisor. Evaluations will be based on field performance. Successful completion of the pre-professional experience is required before teacher candidates are permitted to student teach. A sixty hour field experience is required. (Pass/Fail) Fee–$170.00 0 credits

EDU 5492 PRE-PROFESSIONAL ADOLESCENT/TESOL PK–12 FIELD EXPERIENCES IN INCLUSIVE CLASSROOMS  
(formerly EDU 554D)
This field experience will provide teacher candidates observations and supervised experiences in a classroom in the specific content area of adolescent/TESOL for which the teacher candidate is seeking initial dual certification. Teaching experiences in the content area normally taught in the adolescent/TESOL classroom with diverse student populations will be provided as well as opportunities for a gradual increase in the teacher candidate’s responsibilities in the classroom. Adolescent/TESOL teacher candidates will be under the supervision of certified master teachers as well as a Molloy College Field Supervisor. Evaluations will be based on field performance. Successful completion of the pre-professional experience is required before teacher candidates are permitted to student teach. A sixty hour field experience is required. (Pass/Fail) Fee–$170.00 0 credits
EDU 5500 BILINGUAL STUDENT TEACHING SEMINAR
PK–12
(formerly EDU 548B)
Weekly seminars provide Bilingual student teachers with the opportunity to discuss field experiences and share problem-solving techniques. Personal reflection on students’ emerging teaching techniques is an important component of this seminar. Additionally, guest speakers will provide input on current topics relevant to the educational field. A highlight of the student teaching seminar is a full-day workshop which includes student participation in seminars and mock interviews. (Pass/Fail) Fee–$109.00 0 credits

EDU 5501 EDUCATIONAL TECHNOLOGY STUDENT TEACHING SEMINAR PK–6, 7–12
(formerly EDU 548E)
Weekly seminars provide student teachers with the opportunity to discuss field experiences and share problem-solving techniques. Personal reflection on students’ emerging teaching techniques is an important component of this seminar. Additionally, guest speakers will provide input on current topics relevant to the educational field. A highlight of the student teaching seminar is a full-day workshop which includes student participation in seminars and mock interviews. (Pass/Fail) Fee–$109.00 0 credits

EDU 5502 TESOL STUDENT TEACHING SEMINAR PK–12
(formerly EDU 548T)
Weekly seminars provide TESOL student teachers with the opportunity to discuss field experiences and share problem-solving techniques. Personal reflection on students’ emerging teaching techniques is an important component of this seminar. Additionally, guest speakers will provide input on current topics relevant to the educational field. A highlight of the student teaching seminar is a full-day workshop which includes student participation in seminars and mock interviews. (Pass/Fail) Fee–$109.00 0 credits

EDU 5510 STUDENT TEACHING SEMINAR—CHILDHOOD
(Grades 1–6)
(formerly EDU 553A)
Weekly seminars provide student teachers with the opportunity to discuss field experiences and share problem-solving techniques. Personal reflection on students’ emerging teaching techniques is an important component of this seminar. Additionally, guest speakers will provide input on current topics relevant to the educational field. A highlight of the student teaching seminar is a full-day workshop which includes student participation in seminars and mock interviews. (Pass/Fail) Fee–$109.00 0 credits

EDU 5511 STUDENT TEACHING SEMINAR— CHILDHOOD/SPECIAL EDUCATION
(Grades 1–6)
(formerly EDU 553B)
Weekly seminars provide student teachers with the opportunity to discuss field experiences and share problem-solving techniques. Personal reflection on students’ emerging teaching techniques is an important component of this seminar. Additionally, guest speakers will provide input on current topics relevant to the educational field. A highlight of the student teaching seminar is a full-day workshop which includes student participation in seminars and mock interviews. Co-requisites: Teacher candidates must register for EDU 551’s/5560’s, 552’s/5570’s and 553’s/5510’s in the same semester. (Pass/Fail) Fee–$109.00 0 credits

EDU 5512 STUDENT TEACHING SEMINAR—CHILDHOOD
(Grades 1–6) (FIVE YEAR TESOL PROGRAM)
(formerly EDU 553C)
Weekly seminars provide student teachers with the opportunity to discuss field experiences and share problem solving techniques. Personal reflection on students’ emerging teaching techniques is an important component of this seminar. Additionally, guest speakers will provide input on current topics relevant to the educational field. (Pass/Fail) Fee–$109.00. 0 credits

EDU 5520 STUDENT TEACHING SEMINAR ADOLESCENT
(Grades 7–12)
(formerly EDU 557A)
Weekly seminars provide student teachers with the opportunity to discuss field experiences and share problem-solving techniques. Personal reflection on students’ emerging teaching techniques is an important component of this seminar. Additionally, guest speakers will provide input on current topics relevant to the educational field. A highlight of the student teaching seminar is a full-day workshop which includes student participation in seminars and mock interviews. Prerequisites: 21 graduate education credits including EDU 502/5020, 510/5100, 513/5130, 537/5240 and content area methods/pedagogy course: 507/5070 or 512/5120 or 516/5160 or 518/5180. Co-requisites: Teacher candidates must register for EDU 555’s/5580’s, 556’s/5590’s and 557’s/5520’s in the same semester. (Pass/Fail) Fee–$109.00 0 credits

EDU 5521 STUDENT TEACHING SEMINAR ADOLESCENT/ SPECIAL EDUCATION (Grades 7–12)
(formerly EDU 557B)
Weekly seminars provide student teachers with the opportunity to discuss field experiences and share problem-solving techniques. Personal reflection on students’ emerging teaching techniques is an important component of this seminar. Additionally, guest speakers will provide input on current topics relevant to the educational field. A highlight of the student teaching seminar is a full-day workshop which includes student participation in seminars and mock interviews. Prerequisites: 21 graduate education credits including EDU 502/5020, 510/5100, 513/5130, 537/5240 and content area methods/pedagogy course: 507/5070 or 512/5121 or 516/5160 or 518/5180. Co-requisites: Teacher candidates must register for EDU 555’s/5580’s, 556’s/5590’s and 557’s/5520’s in the same semester. (Pass/Fail) Fee–$109.00 0 credits

EDU 5522 STUDENT TEACHING SEMINAR ADOLESCENT/ FIVE YEAR TESOL PROGRAM (Grades 7–12)
(formerly EDU 557C)
Weekly seminars provide student teachers with the opportunity to discuss field experiences and share problem solving techniques. Personal reflection on students’ emerging teaching techniques is an important component of this seminar. Additionally, guest speakers will provide input on current
EDU 5530 EDUCATIONAL TECHNOLOGY PRACTICUM SEMINAR
(formerly EDU 584)
This experience engaged in by classroom teachers who already possess initial teaching certification is completed in a field setting under the supervision of an educational technology teacher. This field experience is under the direct supervision of a college supervisor with educational technology expertise and includes experience in teaching educational technology in K-12 settings. (Pass/Fail) Fee–$109.00 0 credits

EDU 5540 SPECIAL EDUCATION PRACTICUM SEMINAR
(formerly EDU 579; formerly Student Teaching Seminar-Childhood and Adolescence/Special Education)
Weekly seminars provide student teachers with the opportunity to discuss field experiences and share problem-solving techniques. Personal reflection on students’ emerging teaching techniques is an important component of this seminar. Additionally, guest speakers will provide input on current topics relevant to the educational field. A highlight of the student teaching seminar is a full-day workshop which includes student participation in seminars and mock interviews. (Pass/Fail) Fee–$109.00 0 credits

EDU 5550 TESOL STUDENT TEACHING PK–12
(formerly EDU 545T)
During the TESOL student teaching experience, teacher candidates will have the opportunity to apply the knowledge and skills gained during course work—in learning theory, second language acquisition, linguistics, diversity, methodology, curriculum, materials development and assessment—in actual ESL classrooms. Student teachers are required to follow a full-time teaching schedule in an elementary and secondary school under the direct supervision of a cooperating TESOL teacher from the field and a college supervisor with TESOL expertise. During this student teaching experience, teacher candidates will develop and practice successful classroom management strategies, instructional techniques and grouping strategies to provide effective learning experiences for English Language Learners (ELLs) and to ensure the simultaneous conceptual and linguistic development of these students. Teacher candidates will utilize journal writing, and portfolio development to promote reflective practices. Fee–$109.00 3 credits

EDU 5560 STUDENT TEACHING CHILDHOOD (GRADES 1–3)
(formerly EDU 551A)
Student teachers are required to follow a full-time teaching schedule in an elementary school under the direct supervision of a cooperating teacher from the field and the college supervisor. This full-time field experience will be in grades 1-3. During this student teaching experience, student teachers will utilize journals and portfolios to promote reflective practices. Prerequisites: 24 graduate education credits including: EDU 502/5020, 503/5030, 504/5040, 505/5050, 506A/5060, 509/5090, 537/5240. Fee–$109.00 3 credits

EDU 5561 STUDENT TEACHING CHILDHOOD (GRADES 1–3, REGULAR AND SPECIAL EDUCATION)
(formerly EDU 551B)
Student teachers are required to follow a full-time teaching schedule in an elementary school under the direct supervision of a cooperating teacher from the field and the college supervisor. This full-time field experience will be in grades 1-3. During this student teaching experience, student teachers will utilize journals and portfolios to promote reflective practices. Prerequisites: 24 graduate education credits including: EDU 502/5020, 503/5030, 504/5040, 505/5050, 506A/5060, 509/5090, 537/5240. Fee–$109.00 3 credits

EDU 5562 STUDENT TEACHING CHILDHOOD (GRADES 1–3 AND 4–6) (FIVE YEAR PROGRAM)
(formerly EDU 551C)
Student teachers are required to follow a full-time teaching schedule in an elementary school under the direct supervision of a cooperating teacher from the field and the college supervisor. This full-time field experience will be in grades 1-3 and Grades 4-6. During this student teaching experience, student teachers will utilize journals and portfolios to promote reflective practices. Fee–$109.00 3 credits

EDU 5563 STUDENT TEACHING EARLY CHILDHOOD: NURSERY, PK, KINDERGARTEN, GRADES 1-2
(formerly EDU 551E)
Teacher candidates are required to follow a full-time teaching schedule in an early childhood setting under the direct supervision of a cooperating teacher from the field and the college supervisor. This full-time field experience will be in nursery, pre-k, kindergarten, or grades 1-2. During this student teaching experience, teacher candidates will utilize journals and portfolios to promote reflective practices. Prerequisites: 24 graduate education credits including EDU 502/5020, 503/5030, 504/5040, 505/5050, 506A/5060, 509/5090, 537/5240. Fee–$109.00 3 credits

EDU 5570 STUDENT TEACHING CHILDHOOD (GRADES 4–6)
(formerly EDU 552A)
Student teachers are required to follow a full-time teaching schedule in an elementary school under the direct supervision of a cooperating teacher from the field and the college supervisor. This full-time field experience will be in grades 4-6. During this student teaching experience, student teachers will utilize journals and portfolios to promote reflective practices. Prerequisites: 24 graduate education credits including: EDU 502/5020, 503/5030, 504/5040, 505/5050, 506A/5060, 509/5090, 537/5240. Fee–$109.00 3 credits

EDU 5571 STUDENT TEACHING CHILDHOOD/SPECIAL EDUCATION (GRADES 4–6 REGULAR AND SPECIAL EDUCATION)
(formerly EDU 552B)
Student teachers are required to follow a full-time teaching schedule in an elementary school under the direct supervision of a cooperating teacher from the field and the college supervisor. This full-time field experience will be in grades 4-6. During this student teaching experience, student teachers will
utilize journals and portfolios to promote reflective practices. Prerequisites: 24 graduate education credits including: EDU 502/5020, 503/5030, 504/5040, 505/5050, 506A/5060, 509/5090, 537/5240. Fee-$109.00  3 credits

EDU 5580 STUDENT TEACHING ADOLESCENCE (GRADES 7–9)
(formerly EDU 555A)
Student teachers are required to follow a full-time teaching schedule in a secondary school under the direct supervision of a cooperating teacher from the field and the college supervisor. This full-time field experience will be in grades 7-9. During this student teaching experience, student teachers will utilize journals and portfolios techniques to promote reflective practices. Prerequisites: 21 graduate education credits including EDU 502/5020, 510/5100, 513/5130, 537/5240 and content area methods/pedagogy course: 507/5070 or 512/5120 or 516/5160 or 518/5180. Co-requisites: Teacher candidates must register for EDU 555's/5580's, 556's/5590's and 557's/5520's in the same semester. Fee-$109.00  3 credits

EDU 5581 STUDENT TEACHING ADOLESCENCE/SPECIAL EDUCATION (GRADES 7–9)
(formerly EDU 555B)
Student teachers are required to follow a full-time teaching schedule in an elementary school under the direct supervision of a cooperating teacher from the field and the college supervisor. This full-time field experience will be in grades 7-9. During this student teaching experience, student teachers will utilize journals and portfolios to promote reflective practices. Prerequisites: 21 graduate education credits including EDU 502/5020, 510/5100, 513/5130, 537/5240 and content area methods/pedagogy course: 507/5070 or 512/5120 or 516/5160 or 518/5180. Co-requisites: Teacher candidates must register for EDU 555's/5580's, 556's/5590's and 557's/5520's in the same semester. Fee-$109.00  3 credits

EDU 5582 STUDENT TEACHING ADOLESCENCE (GRADES 7–9 AND 10-12) (FIVE YEAR PROGRAM)
(formerly EDU 555C)
Student teachers are required to follow a full-time teaching
EDU 5590 STUDENT TEACHING ADOLESCENCE (GRADES 10–12)
(formerly EDU 556A)
Student teachers are required to follow a full-time teaching schedule in a secondary school under the direct supervision of a cooperating teacher from the field and the college supervisor. This full-time field experience will be in grades 10-12. During this student teaching experience, student teachers will utilize video-taping, journaling and portfolioing techniques to promote reflective practices. Fee—$109.00 3 credits

EDU 5591 STUDENT TEACHING ADOLESCENCE/SPECIAL EDUCATION (GRADES 10–12)
(formerly EDU 556B)
Student teachers are required to follow a full-time teaching schedule in an elementary school under the direct supervision of a cooperating teacher from the field and the college supervisor. This full-time field experience will be in grades 10-12. During this student teaching experience, student teachers will utilize journals and portfolios to promote reflective practices. Prerequisites: 21 graduate education credits including EDU 502/5020, 510/5100, 513/5130, 537/5240 and content area methods/pedagogy course: 507/5070 or 512/5120 or 516/5160 or 518/5180. Co-requisites: Teacher candidates must register for EDU 555’s/5580’s, 556’s/5590’s and 557’s/5520’s in the same semester. Fee—$109.00 3 credits

EDU 5600 SPECIAL EDUCATION: STUDENT TEACHING CHILDHOOD (GRADES 1–6)
(formerly EDU 577)
Student teachers for childhood students with disabilities are required to follow a 20 day full-time teaching schedule in an elementary school under the direct supervision of a cooperating teacher from the field and the college supervisor. This full-time field experience will be in grades 1-3, 4-6. During this student teaching experience, student teachers will utilize video-taping, journaling and portfolioing techniques to promote reflective practices. Fee—$109.00 3 credits

EDU 5610 BILINGUAL PRACTICUM
(formerly EDU 546B)
This practicum experience is designed for classroom teachers who already possess initial teaching certification and have completed all other course work required by NYSED for a bilingual extension. It is completed either during the academic year or during the summer under the supervision of a bilingual certified classroom teacher. This field experience is under the direct supervision of a college field supervisor with bilingual certification and includes experience in teaching bilingual in either childhood or adolescent settings. Candidates attend 4 seminars during this course. Fee—$109.00 3 credits

EDU 5611 TESOL PRACTICUM
(formerly 546T)
This experience engaged in by classroom teachers who already possess initial teaching certification is completed in a summer field setting under the supervision of a TESOL certified classroom teacher. This field experience is under the direct supervision of a college field supervisor with TESOL certification and includes experience in teaching English Language Learners (ELLs) in either childhood or adolescent settings. Candidates attend 4 seminars during the course of this 20 day summer experience. Fee—$109.00 3 credits

EDU 5620 EDUCATIONAL TECHNOLOGY PRACTICUM
(formerly EDU 563)
This experience engaged in by classroom teachers who already possess initial teaching certification is completed in a field setting under the supervision of an educational technology specialist. This field experience is under the direct supervision of a college supervisor with educational technology expertise and includes experience in teaching students in either childhood or adolescence. Fee—$109.00 3 credits

EDU 5630 SPECIAL EDUCATION PRACTICUM
(formerly EDU 576)
This experience engaged in by classroom teachers who already possess initial teaching certification is completed in a field setting under the supervision of a special education teacher. This field experience is under the direct supervision of a college supervisor with special education expertise and includes experience in teaching students with disabilities in either childhood or adolescence. Fee—$109.00 3 credits

EDU 5640 DEVELOPING REFLECTIVE RESEARCH FOR DIVERSE LEARNERS
(formerly EDU 547A, formerly Developing Action Research for Diverse Classrooms)
The purpose of this course is the development of a proposal for classroom action research or another appropriate project. Participants will be expected to reflect on their classroom practice, develop action research questions and design a practical investigation that will help shape future teaching practice. Research questions will be related to the implementation of the New York State Common Core Learning Standards. Topics may include strategies and assessments that impact cooperative learning, special education, multiculturalism, inclusion, multiple intelligences, special education, second language learning, technology and other topics related to current research and practice in the teaching-learning process. The long range course outcome is for teachers to become career long learners, using action research to inform instruction. Both whole class instruction and individual consultations with the instructor will be scheduled. Prerequisite: 24 credits minimum must be completed prior to entering this course. Fee—$109.00 3 credits

EDU 5641 DEVELOPING REFLECTIVE RESEARCH PRACTICE FOR SPECIAL EDUCATION AND INCLUSIVE CLASSROOMS IN CHILDHOOD EDUCATION
(formerly EDU 547B; formerly Developing Action Research for Special Education and Inclusive Classrooms in Childhood Education)
The purpose of this course is the development of a proposal for classroom action research or another appropriate project. Participants will be expected to reflect on their classroom practice, develop research questions and design a practical investigation that will help shape future teaching practice. Research questions will be related to the implementation of the New York State Common Core Learning Standards. Topics may include strategies and assessments that impact cooperative learning, special education, multi-culturalism, inclusion, multiple intelligences, special education second language learning technology and other topics related to current research and practice in the teaching-learning process. The long-range course outcome is for teachers to become career-long learners, using research to inform instruction. Both whole class instruction and individual consultations with the instructor will be scheduled. Prerequisite: 24 credits minimum must be completed prior to entering this course. Fee—$109.00 3 credits

EDU 5642 DEVELOPING REFLECTIVE RESEARCH PRACTICE FOR SPECIAL EDUCATION AND INCLUSIVE CLASSROOMS IN ADOLESCENT EDUCATION
(formerly EDU 547C; Developing Action Research for Special Education and Inclusive Classrooms in Childhood Education)
The purpose of this course is the development of a proposal for classroom action research or another appropriate project. Participants will be expected to reflect on their classroom practice, develop research questions and design a practical investigation that will help shape future teaching practice. Research questions will be related to the implementation of the New York State Learning Standards. Topics may include strategies and assessments that impact cooperative learning, special education, multi-culturalism, inclusion, multiple intelligences, special education second language learning technology and other topics related to current research and practice in the teaching-learning process. The long-range course outcome is for teachers to become career-long learners, using research to inform instruction. Both whole class instruction and individual consultations with the instructor will be scheduled. Prerequisite: 24 credits minimum must be completed prior to entering this course. Fee—$109.00 3 credits

EDU 5643 DEVELOPING REFLECTIVE RESEARCH PRACTICE FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)
(formerly 547D; Developing Action Research for Teaching English to Speakers of Other Languages)
The purpose of this course is the development of a proposal for classroom action research or another appropriate project. Participants will be expected to reflect on their classroom practice, develop research questions and design a practical investigation that will help shape future teaching practice. Research questions will be related to the implementation of the New York State Learning Standards. Topics may include strategies and assessments that impact cooperative learning, special education, multi-culturalism, inclusion, multiple intelligences, special education second language learning technology and other topics related to current research and practice in the teaching-learning process. The long-range course outcome is for teachers to become career-long learners, using research to inform instruction. Both whole class instruction and individual consultations with the instructor will be scheduled. Prerequisite: 24 credits minimum must be completed prior to entering this course. Fee—$109.00 3 credits

EDU 5644 DEVELOPING REFLECTIVE RESEARCH PRACTICE IN THE EDUCATIONAL TECHNOLOGY RICH CLASSROOM ENVIRONMENT
(formerly EDU 547E)
The purpose of this course is the development of a proposal for classroom action research. Participants will be expected to reflect on their classroom practice, develop research questions and design a practical investigation. Action research questions will be related to the implementation of the New York State Learning Standards and all New York State Learning Standards. Topics may include cooperative learning, special education, multi-culturalism, inclusion, multiple intelligences, special education, second language learning, technology and other topics related to current research and practice in the teaching-learning process. The long-range course outcome is for teachers to become career-long learners, using action research to inform instruction. Both whole class instruction and individual consultations with the instructor will be scheduled. Prerequisite: 24 credits minimum must be completed prior to entering this course. Fee—$109.00 3 credits

EDU 5650 TEACHER AS RESEARCHER IN DIVERSE CLASSROOMS
(formerly EDU 549A)
The goal of this course is to support teachers in using their knowledge of research and research proposals written in EDU 5640 to carry out a research project. The research will require instructor approval and will examine questions related to the New York State Common Core Learning Standards. Topics may include strategies and assessments that impact cooperative learning, special education, multi-culturalism, inclusion, multiple intelligences, technology, Teaching English to Speakers of Other Languages (TESOL) and other topics related to current research and practice in the teaching learning process. Candidates are expected to discuss their ongoing research at seminars and to reflect upon and evaluate the findings and conclusions of other researchers. The use of technology for a variety of purposes will be essential in the development, implementation and presentation of the research. Course credit is contingent upon the individual development, completion and presentation of the final research paper. Both whole class instruction and individual consultation with the instructor will be scheduled. Fee—$109.00 3 credits

EDU 5651 TEACHER AS RESEARCHER FOR SPECIAL EDUCATION AND INCLUSIVE CLASSROOMS IN CHILDHOOD EDUCATION
(formerly EDU 549B)
The goal of this course is to support teachers in using their knowledge of research and research proposals written in EDU 5640 to carry out a research project. The research will require instructor approval and will examine questions related to the New York State Learning Standards. Topics may include strategies and assessments that impact cooperative learning, special education, multi-culturalism, inclusion, multiple intelligences, technology, Teaching English to Speakers of Other Languages (TESOL) and other topics related to current research
and practice in the teaching learning process. Candidates are expected to discuss their ongoing research at seminars and to reflect upon and evaluate the findings and conclusions of other researchers. The use of technology for a variety of purposes will be essential in the development, implementation and presentation of the research. Course credit is contingent upon the individual development, completion and presentation of the final research paper. Both whole class instruction and individual consultation with the instructor will be scheduled. Fee–$109.00 3 credits

EDU 5652 TEACHER AS RESEARCHER FOR SPECIAL EDUCATION AND INCLUSIVE CLASSROOMS IN ADOLESCENT EDUCATION
(formerly EDU 549C)
The goal of this course is to support teachers in using their knowledge of research and research proposals written in EDU 5640 to carry out a research project. The research will require instructor approval and will examine questions related to the New York State Learning Standards. Topics may include strategies and assessments that impact cooperative learning, special education, multi-culturalism, inclusion, multiple intelligences, technology, Teaching English to Speakers of Other Languages (TESOL) and other topics related to current research and practice in the teaching learning process. Candidates are expected to discuss their ongoing research at seminars and to reflect upon and evaluate the findings and conclusions of other researchers. The use of technology for a variety of purposes will be essential in the development, implementation and presentation of the research. Course credit is contingent upon the individual development, completion and presentation of the final research paper. Both whole class instruction and individual consultation with the instructor will be scheduled. Fee–$109.00 3 credits

EDU 5653 TEACHER AS RESEARCHER FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES
(formerly EDU 549D)
The goal of this course is to support teachers in using their knowledge of research and research proposals written in EDU 5640 to carry out a research project. The research will require instructor approval and will examine questions related to the New York State Learning Standards. Topics may include strategies and assessments that impact cooperative learning, special education, multi-culturalism, inclusion, multiple intelligences, technology, Teaching English to Speakers of Other Languages (TESOL) and other topics related to current research and practice in the teaching learning process. Candidates are expected to discuss their ongoing research at seminars and to reflect upon and evaluate the findings and conclusions of other researchers. The use of technology for a variety of purposes will be essential in the development, implementation and presentation of the research. Course credit is contingent upon the individual development, completion and presentation of the final research paper. Both whole class instruction and individual consultation with the instructor will be scheduled. Fee–$109.00 3 credits

EDU 5654 TEACHER AS RESEARCHER IN THE EDUCATIONAL TECHNOLOGY RICH CLASSROOM ENVIRONMENT
(formerly EDU 549E)
The goal of this course is to provide teacher candidates with an opportunity to showcase their proficiencies (knowledge, skills and dispositions), to evaluate existing professional literature and research and to design and implement an effective, scholarly research project focused on educational technology within their classrooms. The goal of this course is to support teachers in using their knowledge of action research and the action research proposals written in EDU 5640 to carry out an educational technology action research project. The research will require approval of the professor, will be conducted in a classroom setting wherever possible and will examine questions related to the ISTE NETS, and New York State Learning Standards. Technology topics may also include cooperative learning, special education, multi-culturalism, inclusion, multiple intelligences, Teaching English to Speakers of Other Languages (TESOL) and other topics related to current research and practice in the teaching-learning process. Candidates are expected to discuss their on-going research at seminars and to reflect upon and evaluate the findings and conclusions of other researchers. The use of technology for a variety of purposes will be essential in the development, implementation and presentation of the research. Course credit is contingent upon the individual development, completion and presentation of the final field-based action research paper. Both whole class instruction and individual consultation with the Professor will be scheduled. This course also helps to prepare teacher candidates for the edTPA Assessments by analyzing and applying the task of planning for instruction and assessment. Fee–$109.00 3 credits

EDU 5900 TOPICS IN PROFESSIONAL DEVELOPMENT
(formerly EDU 524; formerly Post-Masters’ Workshops; Topics in Education)
This course will provide Professional Development for in-service teachers who have earned Master’s degrees. The course is available to non-matriculated students. Course may be taken for graduate credit or CTL. 3 credits
It is my sincere privilege to welcome you to the Molloy College Doctoral Program in Education (Ed.D.) in Educational Leadership for Diverse Learning Communities. The Division of Education at Molloy College is a very special place, where much time and effort are devoted to collaborative, scholarly and practitioner-oriented academic endeavors. We sustain a culture of mutual respect with a low faculty-to-student ratio, which allows for engagement with our students via ongoing dialogue for personal mentoring as well as for collaborative inquiry and practice.

Your choice to pursue an advanced degree in education with a special focus on social justice and equity is a clear indication of your ongoing commitment to serving diverse populations and offering them the highest quality education possible. We, the faculty of the Division of Education, pledge to offer you the same.

A comprehensive, rigorous and research-based curriculum is designed to prepare you for contemporary educational leadership roles in support of diverse environments. We are confident that our program will respond to the varied research interests of our doctoral students including leadership for social justice, culturally responsive pedagogies and special populations such as English language learners (ELLs), students with disabilities, and other special needs or gifted populations. Your culminating dissertation will be based upon a solid foundation of core courses and specialization in leadership and advocacy for diverse student populations. You will enjoy ongoing formal and informal opportunities to be engaged with other cohort members and doctoral faculty in field-based research projects.

The unique experience awaiting you at Molloy also includes our collaborative inquiry model using a multiple mentorship approach. Through this approach, you will be supported and guided through the intellectual challenges of each phase of the dissertation process. On behalf of the doctoral faculty and the entire Division of Education, I wish you much success in this program.

Most sincerely,

Andrea Honigsfeld, Ed.D.
Associate Dean
Director of the Doctoral Program in Education
Doctor of Education Program

K315 / 317 Kellenberg Hall
516.323.3164

Joanne O’Brien, Ed.D., Dean of the Division of Education
Andrea Honigsfeld, Ed.D., Associate Dean and Director, Doctor of Education Program

Professors: Audrey Cohan, A. Nicholas Fargnoli, Melissa Gebbia, Andrea Honigsfeld, Joanne O’Brien
Associate Professors: Maria Dove, Mark James, Tricia Kress
Assistant Professor: Joanna Alcruz, Allison Roda

Note: The Division of Education reserves the right to make necessary program alterations in response to changes in professional education. Students are responsible for meeting all program requirements.

Education Doctoral Program Philosophy

The doctoral program reflects the mission of the Division of Education, which is rooted in the Dominican tradition of study, spirituality, service, and community and values 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. It expands on the existing education programs at Molloy College, including undergraduate, graduate, and post-masters programs and provides additional educational opportunities to address emerging professional and societal needs. The comprehensive, rigorous, and research-based curriculum is designed to prepare doctoral graduates to act as contemporary educational leaders in diverse environments with a focus on social justice and advocacy for equitable education in its broadest sense.

Education Doctoral Program Goals

The Educational Leadership for Diverse Learning Communities (Ed.D.) program is designed to prepare highly qualified and effective practitioners and professionals, including teachers, administrators, counselors, individuals in higher education, and future curriculum experts and instructional leaders who will advocate for programs and policies for diverse learners. In addition, these practitioners and professionals will contribute to the advancement of knowledge concerning the organizational, structural, and cultural conditions that are vital for providing educational equity and promoting student learning in educational institutions in response to the increasing educational needs of diverse Birth-16 (birth, early childhood, elementary, secondary, and post-secondary) students in inclusive settings. Providing leadership and advocacy for diverse learner needs is the central focus of the doctoral program at Molloy College.

Education Doctoral Program Objectives

The Doctoral Education Program prepares graduates who:

- Serve as leaders in advancing the field of education for diverse learners through practitioner-oriented authentic research, collaborative inquiry and policy analysis.
- Participate fully in diverse educational communities to promote the creation of knowledge that advocates for reform initiatives in equity education.
- Generate, test, and extend knowledge through research and theory development and disseminate the findings to directly impact schooling and education.
- Influence educational policy to advance best practices at the local, regional, state, and national levels. Integrate research in educational equity with practice through coursework, fieldwork, dissertation writing, publication and active membership in scholarly, professional organizations.
- Embrace the Molloy College hallmark of the “reflective scholar-practitioner” as expressed by the Four Pillars of the Dominican Tradition of study, spirituality, service and community and accept the challenges of practicing their profession through such values.
- Support the ideals of educational reform, collaboration, and change through the stewardship of teaching and leading.
- Examine educational service delivery models and determine if they are fair, equitable, and just.
- Develop the strategies to lead learning communities to foster shared decision making and build teacher capacity to support varied student learning needs in diverse communities.
- Initiate and advance approaches to develop research that informs instruction and determines best practices for student achievement.

Education Doctoral Program Admissions Requirements

Admissions Procedures

All students seeking admission to the Doctoral Program in Education must complete a Doctoral Admissions Application Form and submit it with the non-refundable application fee. Prospective students must submit all required documentation along with the Application Form (see Admissions Criteria below). After all information has been received, an interview with the Associate Dean/Doctoral Program Director will be arranged for qualifying applicants. Applicants are reviewed by an Admissions Committee.
who forward recommendations for acceptance into the program to the Associate Dean.

Applications for the Fall semester should be submitted by April 1st. Prospective students who miss the application deadline dates may be considered on an individual basis.

Admissions Criteria

Program requirements for admission into the Doctoral Program in Education include:

- Master’s degree in education or related field
- Minimum Grade Point Average of 3.5 on a 4.0 scale from applicant’s master’s program
- An official report of scores, no more than 5 years old, from the Graduate Record Examination
- Complete official transcripts from all college programs and courses
- A minimum of three years of post-graduate employment
- Current teaching or administrative license, or other comparable state licensure in related fields (if applicable)
- Current curriculum vitae/resumé
- A written essay to assess organized thinking and writing skills
- Evidence of past scholarship such as: previous publications, presentations and workshops
- Recommendations from three educational professionals
- An interview with the Associate Dean/Director and the Doctoral Admissions Committee
- Advanced computer skills necessary for blended learning

Transfer Credit

Cognate Requirements: For transferring graduate, postgraduate or doctoral credits from other institutions:

Up to six credits of coursework may be considered for transfer based on the following criteria:

- The course must either be duplicative of courses required within the program and/or congruent with the student’s focus for cognates that support the dissertation.
- The course must have been taken within the past 10 years.
- The course must have been taken after an initial master’s degree
- The course may have been a part of a second master’s degree or a post master’s certificate.
- The student must have received graduate credit for the course at an accredited institution.
- The student must have earned a grade of “B” or above.
- If the coursework is done in a field other than education, the course must be relevant to the Ed. D. curriculum and/or the student’s dissertation research.
- A student requesting transfer of credit should submit the request, an official copy of the transcript and a copy of the course syllabus to the Director of the Ed. D. Program. An official transcript must also be on file in the Registrar’s Office.

Note: If a doctoral student does not have any credits to transfer to satisfy the cognate requirements, he or she may fulfill this requirement by taking up to six graduate, post graduate or doctoral credits at Molloy College or at another accredited institution. Prior to registration, approval of this must be given by the Ed. D. Director, whether the courses are taken at Molloy College or another institution.

Doctoral Requirements: For transferring doctoral credits from other institutions:

Students who have begun doctoral studies at another institution may transfer up to three doctoral credits toward coursework in addition to the transfer of credits for the cognate requirement.

- The course must be duplicative of a doctoral core course required within the Molloy Ed.D. program.
- The course must have been taken within the past 5 years.
- The course may have been a part of a doctoral degree or may have been counted toward a doctoral degree at the institution where it was taken.
- The student must have taken the course at an accredited institution.
- The student must have earned a grade of “B” or above.
- A student requesting transfer of credit should submit the request, an official copy of the transcript and a copy of the course syllabus to the Director of the Ed. D. Program. An official transcript must also be on file in the Registrar’s Office.
- If a doctoral core course is waived due to credit transfers, the doctoral student may be required to audit that course to ensure the integrity of the Molloy College doctoral experience.

All transfers of credit must be approved by the Associate Dean and Director of the Ed. D. Program.

Matriculated Status

Students are matriculated if they have met the requirements of admission, have been accepted into the Education Doctoral Program and are seeking to fulfill all the requirements of the Education Doctoral Program.

Non-Matriculated Status

Students whose admission process is incomplete but are earning credits for the specific prerequisite or required graduate courses for the degree must request permission of the Associate Dean and Director to take classes. Non-matriculated students should be aware that no more than 6 credits completed as a non-matriculated
student may be used to fulfill requirements for the Ed.D., and that non-matriculated status can be maintained for a maximum period of one semester.

Provisional Academic Status

Students who have been accepted into the Doctoral Program, but have not fully met the Ed.D. admissions criteria, may register for courses and must receive a grade of “B” in the first 6 credits taken. Re-evaluation for continued matriculated status will follow completion of these courses.

Education Doctoral Program

Progression Requirements

Cumulative Grade Point Average Requirement

Students are expected to succeed academically and maintain a minimum cumulative grade point average of 3.2 (on a 4.0 scale). Non-compliance with this criterion may result in program dismissal.

Maintenance of Academic Standards

The quality point index requirement is 3.2. If the GPA falls below 3.2, it must be raised to 3.2 by the end of the following semester. Students who fail to raise their GPA to 3.2 will be placed on academic probation.

Repeating Courses

A course in which the student receives a grade of “B-” or below must be repeated once. The option to repeat a course may not be used more than two times (for two different courses).

Continuous Registration

All students are required to maintain continuous registration of a minimum of at least one credit each semester (Fall and Spring) from admission until graduation unless an authorized leave of absence has been granted. If the student is unable to engage in doctoral study in a given semester for a health or personal reasons, a Leave of Absence Form must be completed and approval must be obtained from the advisor and the Associate Dean and Director of the Ed.D. Program.

Registration Procedures

The Academic Advisor (or in his/her absence, the Associate Dean and Director of the Doctor of Education Program) will sign registration materials. It is crucial that the student meet with his/her academic advisor for advisement purposes prior to the registration period each semester. Students are expected to have met specified prerequisites for any course they wish to take.

Incomplete Grades

Students who do not complete course requirements on time because of illness or other extenuating circumstances may be given a grade of “Incomplete” (“I”) by the instructor. All work to rectify incomplete grades must be in compliance with College policies. Students are advised whenever possible to complete requirements within the time allotted for the course. Incomplete grades do not count toward requirements or graduation.

Waiver of Course Requirement

Occasionally, a student is admitted to the Ed.D. Program who presents the credentials of having experience that is equivalent to the required course. In this instance, the student may request a waiver of course. The Advisor and the student are then notified in writing of the action taken. Any student receiving a favorable waiver of course action will be required to take a course, with advisement, that will provide the appropriate number of credits to substitute for the waived course.

Health of Student

A student in the Program who is unable to meet course objectives due to health problems will be requested to either take an “Incomplete” in the course or withdraw from the course depending upon which is more appropriate.

Educational Leadership for the Diverse Learning Community - Ed.D.

New York State Registered Program Code: 37327
HEGIS Code: 0827.00 (Educational Administrator (School District Administrator))
Molloy Program of Study Code: EDELD

<table>
<thead>
<tr>
<th>Course Credits Required:</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Year 1 Core Courses (12 credits)</strong></td>
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<tr>
<td>EDU 6020</td>
<td>Introduction to Educational Research</td>
</tr>
<tr>
<td>EDU 6040</td>
<td>Change Leadership for Equity, Social Justice and Excellence</td>
</tr>
<tr>
<td>EDU 6060</td>
<td>Ethical, Moral and Legal Issues in Educational Leadership</td>
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<tr>
<td>EDU 6080</td>
<td>Quantitative Research</td>
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<tr>
<td><strong>Year 2 Core Courses (12 credits)</strong></td>
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<tr>
<td>EDU 6120</td>
<td>Learning, Cognition and Diversity</td>
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<tr>
<td>EDU 6140</td>
<td>Qualitative Research</td>
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<tr>
<td>EDU 6160</td>
<td>Critical Issues in Education</td>
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<tr>
<td>EDU 6180</td>
<td>Preparing for the Dissertation: The Literature Review</td>
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<tr>
<td><strong>Year 3 Core Courses (12 credits)</strong></td>
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<tr>
<td>EDU 6220</td>
<td>Curriculum Theories and Best Practices for the Diverse Learner</td>
</tr>
<tr>
<td>EDU 6240</td>
<td>Research Internship</td>
</tr>
<tr>
<td>EDU 6260</td>
<td>Collaborative Leadership in the Twenty-First Century Diverse Educational Organizations</td>
</tr>
<tr>
<td>EDU 6280</td>
<td>Dissertation Research Design</td>
</tr>
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### Summer Institute - Offered every summer (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 6300</td>
<td>Educational Assessment of the Diverse Learner</td>
<td>3</td>
</tr>
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</table>

### Cognates/Electives (6 Credits Required): 6

Recommended courses at Molloy, subject to Associate Division Dean’s approval. Courses may not be part of prior master’s or post master’s program. Courses taken off-campus are subject to review and approval prior to transferring.

### Dissertation Sequence (9 or More Credits Required):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 7000</td>
<td>Dissertation Seminar: Part I</td>
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</tr>
<tr>
<td>EDU 7001</td>
<td>Dissertation Seminar: Part II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 7010</td>
<td>Dissertation Progression</td>
<td>3</td>
</tr>
<tr>
<td>EDU 7020</td>
<td>Dissertation Continuation (Continued enrollment for 1 credit per semester until dissertation defense)</td>
<td>0</td>
</tr>
</tbody>
</table>

### Total Credits Required: 54
EDU 6020 INTRODUCTION TO EDUCATIONAL RESEARCH
(formerly EDU 602)
This introductory course in educational research is designed to offer an overview to the entire doctoral program through the lens of the educational leader. Participants will review the nature of educational research including research problems, questions, hypotheses, experimental designs, data analyses, research methodologies, proposal writing and critical analysis of published research. Emphasis will be placed on procedures used by researchers to select subjects as well as collect and analyze data; methods for synthesizing research findings and preparing reports will also be addressed. The course will focus on library research skills, database searches, IRB protocol and writing using APA style among other important research skills. It will promote the knowledge and skills necessary for locating, understanding, and evaluating published research in education, centering on research, which exemplifies the scientific method. 3 credits

EDU 6040 CHANGE LEADERSHIP FOR EQUITY, SOCIAL JUSTICE AND EXCELLENCE
(formerly EDU 604)
This course will focus on leadership for effective school-based programs in the context of diverse learning communities. Attention to policies and practices regarding equity, social justice, and the purpose of public education will be explored. Highly regarded and emerging research underlying student access to quality curriculum and instruction will be examined. Personal and community biases will be analyzed in terms of culture, gender, language diversity, poverty, privilege, religion, special needs, sexual orientation, social class and race. The equitable distribution of high levels of student learning across race and class in non-public schools and school cultures that foster equity and academic excellence will be explored. Doctoral students will develop an understanding of the leadership capacities needed to ensure access and academic equity for all members of the school community. Course participants will be provided opportunities to examine issues and frameworks related to equity, diversity and social justice and their implications for leadership in varied educational settings. Through coursework, group work, an equity audit and situational case studies, students will be challenged to examine their knowledge, skills and attitudes toward these critical issues, become sensitive to the plight of disenfranchised and marginalized student populations and understand how to proactively respond to them. 3 credits

EDU 6060 ETHICAL, MORAL AND LEGAL ISSUES IN EDUCATIONAL LEADERSHIP
(formerly EDU 606)
This course will focus on the study of ethical theory and its application to selected moral and legal issues in education. Examination of the ways in which educational leaders are responsible for change and decision-making, especially as they relate to diversity and special needs of students will be addressed. This course will explore the meaning of morality and offer a practical ethical theory that can be applied to the situations educators often face on a daily basis. The course will also consider the role conscience plays in moral decisions that may influence policies and procedures affecting the lives of others. Utilizing a problem-based approach that recognizes the ambiguity inherent within situations that school leaders confront, this course will offer participants a cogent and clear ethical framework to address moral and legal issues. The course will provide a critique of the educator’s own moral sensitivity in relation to instructional and curricular choices and in relation to the behavior and expectations of students. Participants will investigate and ethically assess current educational issues relative to federal, state and local decisions and examine the major forms of justice: individual, distributive and social, as they affect students, parents and teachers. Participants will be exposed to a complex set of issues relating to ethical behavior in institutional settings, including academic integrity, curriculum choices, student assessment, parental involvement, community relations and administrative-staff conflict. Through readings, case analyses, and other means of investigation, the consequences of ethical and unethical practice and their impact on individuals and school organizations are examined. The National Education Association Code of Ethics will be studied and applied to twenty-first century educational leadership. Ultimately, the principal goal of this course will be to develop an ethical framework from which school leaders can make informed decisions regarding moral and legal issues in education. 3 credits

EDU 6080 QUANTITATIVE RESEARCH
(formerly EDU 608)
This course in quantitative research is designed to introduce participants to the fundamentals of statistical reasoning and methodology in educational research settings. Emphasis will be placed on the applied knowledge and skills needed for designing research, writing problem statements and hypotheses, selecting subjects and gathering data to test hypotheses. The primary goals of the course will be to introduce students to the process of data analysis and essential statistical methods used in educational research. Topics will include exploring and summarizing data, probability distributions used in hypothesis testing, randomization tests, bivariate correlation and simple linear regression. Most statistical analyses will be performed using SPSS. Students will interpret graphs and statistical results, learn how to create graphs and tables and report statistical findings in the form of a professionally written document. The organization, analysis, and interpretation of research findings in light of the concepts of statistical conclusion validity, internal validity, construct validity and external validity will also be stressed. 3 credits

EDU 6120 LEARNING, COGNITION AND DIVERSITY
(formerly EDU 612)
In this course, participants will explore both historical and current learning theoretical principles, concepts and research findings, especially as they relate to education and diversity. Specifically, behavioral and social cognitive theories, emotional and social intelligences, as well as motivational learning theories will be examined. Participants will analyze the applications of these theories to instructional practices for diverse learners. The cognitive, cultural, linguistic, educational and personality factors that contribute to variations among diverse learners will be considered. As a result of in-depth study and research of learning theories and their applications, participants will develop advanced skills and abilities as decision makers and problem solvers to enhance student learning in diverse settings. Topics such as language processing, intrinsic and extrinsic motivation, metacognition, attention, problem solving, reasoning, developmental disorders of learning and cognition, individual differences in learning, childhood and adolescent cognitive development as well as cultural contexts and influences will be addressed. 3 credits

EDU 6140 QUALITATIVE RESEARCH
(formerly EDU 614)
This course will introduce participants to various approaches to designing and implementing qualitative research including concepts, methods and related issues as it is conducted in educational settings. The techniques for and issues in gathering, analyzing and reporting qualitative data will be examined. This course aims to provide participants with an introduction to theoretical perspectives, which underlie each methodological approach. It will also examine how qualitative researchers have used critical perspectives (critical race, feminist (dis)ability) to inform their research methodologies. More specifically, this class will ask students to critically examine how the research we do both advances and undermines struggles for social justice. Participants will have opportunities to explore the theoretical and philosophical foundations of qualitative inquiry while applying these principles in a research project. As an outcome, participants will gain hands-on experience in various qualitative methods and analysis techniques while carrying out a pilot research project related to their area of interest and social justice and equity. 3 credits

EDU 6160 CRITICAL ISSUES IN EDUCATION
(formerly EDU 616)
This course will examine the critical issues of schooling within the context of the social, political, economic and cultural aspects of today's society. Through the lens of leadership and while acknowledging the challenge of equity, class participants will consider economic access, educational policies, critical pedagogy, existing teaching and learning programs, as well as models of successful schools and their resources. By historically linking the development of the American system of education to current practice, the purposes of democratic and universal education will be discussed and analyzed. The ways in which schools and institutions of learning are implicated in a continuum of social agendas will be recognized. Additionally, the themes of social mobility, competing goals, evaluation/ assessment, technology and innovation will be woven throughout the course as students share their own experiential knowledge and relate it to research-based educational frameworks in an effort to understand the transformative nature of education and how it may affect student populations and learning outcomes. 3 credits

EDU 6180 PREPARING FOR THE DISSERTATION: THE LITERATURE REVIEW
(formerly EDU 618)
Topic selection for dissertation and writing the literature review will be the main focus of this course. It is designed to facilitate the dissertation research topic selection and the development of the preliminary literature review chapter of the dissertation. By the end of the course, each student will be expected to identify an area of professional interest and a research topic that will serve as the foundation for his or her dissertation. Students will review, evaluate and critique applicable literature and summarize their findings by preparing a comprehensive literature review and a professional presentation on the major findings. As an outcome, students will gain insight into the research process and its practical application for improving educational practices as well as make progress toward their dissertation completion. This course will be linked to the “Critical Issues in Education” course taught in the same semester for greater integration of theory, research, and practice and for helping course participants identify contemporary issues in education as their potential topics for dissertation research. Individual conferences with the course professor, joint seminars with the instructor of the “Critical Issues in Education” course, as well as guest speakers will enhance the course experience. 3 credits

EDU 6220 CURRICULUM THEORIES AND BEST PRACTICES FOR THE DIVERSE LEARNER
(formerly EDU 622)
Through research and in-depth study, participants in this course will analyze and evaluate curriculum approaches and instructional methodologies for inclusive instruction of diverse learners. This analysis will be grounded in the participants' understanding of curriculum theory, curriculum history and the politics of curriculum. The implementation of effective curriculum and instructional approaches that employ current research-based methods, technology and assessment techniques will be addressed. Participants will compare national standards of education with the approaches of curriculum design in other countries and research resources and organizations that support international collaboration. They will research, analyze and evaluate effective models of curriculum planning, including problem-based learning, interdisciplinary curriculum design and literacy-based content-area curriculum. Current trends in curriculum will be explored. Ethical issues regarding curriculum design, implementation and assessment will be considered. Participants will learn how to contextualize curriculum to best meet the needs of diverse learners. 3 credits

EDU 6240 RESEARCH INTERNSHIP
(formerly EDU 624)
The research internship is designed to provide doctoral students with the opportunity to conduct specialized field research in educational settings. The internship will allow course participants an opportunity to explore a specific research interest under the guidance of a faculty member. Learners
may choose to work with a faculty member in the Division of Education, or in certain situations may choose to work with a professor in another Division, or even a professor from another university. The intent of the research internship is to connect doctoral students with their passion for learning, and help them articulate and implement a research methodology. Alternately, this course may be taken as an independent research study to pilot the course participant’s future doctoral research project on a smaller scale or to pilot a research tool or instrument the learner plans to use in his or her dissertation. Appropriate internships are those that will allow doctoral learners the opportunity to create and demonstrate new strategies and methodologies for conducting research in educational settings.

3 credits

EDU 6260 COLLABORATIVE LEADERSHIP IN THE TWENTY-FIRST CENTURY DIVERSE EDUCATIONAL ORGANIZATIONS
(formerly EDU 626)
This course will focus on the knowledge and skills educational leaders need to work collaboratively and foster an appreciation of cultures in schools with diverse student populations. The purpose of this course will be to build a foundation for leadership in both theory and practice that transcends differences by developing participants’ knowledge and understanding of collaborative partnerships. Developing leaders with the necessary training and requisite skills for bridging cultures in schools with constantly changing demographic populations will be an important dimension of this course. Examination of the conceptual, organizational, political, social, and moral dimensions of collaborative instructional leadership practices as well as the design and implementation and assessment of integrated, collaborative service delivery models will be explored. Shared leadership, building community and enhancing schools as professional learning organizations will be highlighted. Through discussion of the research and literature, examination of case studies, and team-oriented projects, participants will clarify their own understandings of collaborative leadership, sustainable change, collaborative professional development and the opportunities and challenges of collaboratively leading diverse institutions of learning. 3 credits

EDU 6280 DISSERTATION RESEARCH DESIGN
(formerly EDU 628)
This course is designed for students who are beginning their dissertation projects. The aim of the course will be to give students the tools to conceptualize their projects in terms of research questions, study design, methodology, data collection, qualitative and quantitative analyses, and interpretation of results. The course will review various designs of research and the preparation of research proposals. This course will contrast the issues, problems and strategies related to qualitative research versus statistical analysis of quantitative research and discuss mixed methodologies. The class will discuss issues related to theory formation and hypothesis testing; creating measurement protocols; descriptive and causal inference; longitudinal, comparative and case study research; field data collection; working with texts and analyzing qualitative and quantitative data, interpreting results; and, finally, dissertation write-up. Students will be expected to combine the theoretical aspects of research with the knowledge base of their specialty areas of study. Students will be expected to define acceptable questions for study, determine an appropriate research design based on the questions asked, and develop methodically acceptable analytic procedures. 3 credits

EDU 6300 EDUCATIONAL ASSESSMENT OF THE DIVERSE LEARNER
(formerly EDU 630)
The five-day summer institute course will explore the theoretical principles of educational assessment, measurement and evaluation necessary to address the educational needs of ELLs, SWDs, and other diverse groups. Specifically, the characteristics of a sound test, basic statistical techniques in testing, the implementation of test data in the diagnosis, remedial / enrichment instruction and use of test data to evaluate effectiveness of programming will be addressed through the use of case studies of the individual assessment process for at-risk students. In addition, the impact of computer-based adaptive assessment tools on an individual, class, grade and school-wide level will be explored. An emphasis on the use of data-driven decision-making and data management for educational institutions will also be addressed, along with the critical and current issues in assessment. Participants will investigate issues of accountability related to individual and group assessment processes; legislation that influences criteria for successful school districts; and data driven decision making that impacts teacher accountability. (Offered Summer Only) 3 credits

EDU 7000 DISSERTATION SEMINAR: PART I
(formerly EDU 702A)
The dissertation will be part one in the culmination of doctoral study. The dissertation seminar will be taken after the completion of all required coursework and successfully passing the comprehensive exam. This series of seminars will provide the opportunity for the student to develop and refine the dissertation. Students will propose original research and develop their doctoral thesis proposals. Having completed drafts of the Research Prospectus (Chapter 1) and Proposed Methodology (Chapter 3) in the “Dissertation Research Design” course, the students will complete the first three chapters of their dissertation. Proposal defense will be completed by the end of the course and students move to candidacy status. Students will be expected to define acceptable questions for study, determine an appropriate research design based on the questions asked, and develop methodically acceptable analytic procedures. Accordingly, the seminars will not focus on a specific content area but instead are designed to provide students with an overview of the requirements for completing a doctoral dissertation, and a forum for discussing dissertation-related concerns and issues with other students. In particular, the seminar will emphasize the development of the conceptual and research skills necessary for the completion of the doctoral dissertation, including the formulation of the dissertation proposal (selection of an area and topic, formulation of appropriate research questions/hypotheses, rationales etc.), the development of the skills necessary for identifying and critically evaluating published research relevant to the chosen dissertation topic, as well as an appropriate research methodology for empirically evaluating the hypotheses proposed. Ethical issues in the conduct of research and in the preparation of a written dissertation proposal will also be
discussed. Throughout the seminars, exercises and assignments will be geared towards helping the students to identify their own area of research; to critically evaluate relevant empirical research; to develop a workable research question and set of hypotheses; and to select appropriate methodological approaches relevant to the questions/hypotheses generated. 

EDU 7001 DISSERTATION SEMINAR: PART II  
(formerly EDU 702B)  
EDU 7001 is the second part of the dissertation seminar and is designed to support students with their dissertation development. 3 credits

EDU 7010 DISSERTATION PROGRESSION  
(formerly EDU 704)  
Dissertation Progression provides the opportunity for the student to develop and refine the dissertation. Following the Dissertation Seminar, the student registers for Dissertation Progression and then, if needed, Dissertation Continuation. The student must be registered in the semester that the completed dissertation is defended. 3 credits

EDU 7020 DISSERTATION CONTINUATION  
(formerly EDU 706)  
If needed, Dissertation Continuation is taken to refine the dissertation until defense. The student must be registered in the semester that the dissertation is defended. 1 credit
School of Arts & Sciences
Programs of Study
Dear Molloy Graduate Student:

Welcome! You have entered your graduate studies during an incredibly exciting time in the history of Molloy College.

Our graduate programs in the School of Arts and Sciences equip you with the critical skills vital to the liberal arts – disciplined thinking, judgment, cogency, an understanding of value systems and personal commitment, writing, speaking, critical analysis, a collaborative work ethic. But in a world where our graduates will change jobs in their career paths at least a half-dozen times, it is imperative that these skills be transferable. That means that your education must be responsive to a changing career environment.

Our graduate programs are thus grounded in liberal arts learning, but are designed to provide you with the professional skills required to succeed in your careers. Whether it is the MS program in Clinical Mental Health Counseling, Criminal Justice, Music Therapy, Speech-Language Pathology, or our graduate program in Social Work in partnership with Fordham University, I know you will find:

• 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 to vibrant communities we expect you will become members of and serve.

So once again, welcome to the Molloy community! 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
School of Arts and Sciences
Dear incoming Graduate Counseling Student,

I want to extend a warm and heartfelt welcome from the Clinical Mental Health Counseling (CMHC) Program at Molloy College!

Becoming a professional in Clinical Mental Health Counseling is an exciting and rewarding experience. Clinical Mental Health Counselors work in a variety of settings, such as clinics, hospitals, universities and private practice offices and are able to help people by using a variety of interventions, including individual and group counseling. In today’s world, people are seeking counseling services more than ever, making Clinical Mental Health Counseling a sought-after profession.

As a graduate student in our program, you will take thought-provoking and experiential classes and be placed at clinical sites early on during your graduate training, allowing you to become a proficient student counselor with a wide range of populations. As a counselor-in-training at Molloy College, you will become experienced in the latest evidence-based counseling theories and research and become skilled in working in a variety of clinical settings. We will help prepare you to be on the cutting edge of the counseling profession. Our current students are presenting at state-wide and national counseling conferences and are placed in the most competitive clinical settings in the New York area. We work closely with our students and get to know each one very well. We implement a successful mentorship model that encourages all of our graduate students to reach their full potential.

By enrolling in our program, you will learn the most effective techniques in both individual and group counseling therapy and work in varied settings with diverse populations, so that you can help maximize the potential and quality of people’s lives. We challenge and encourage you to reflect on your own beliefs and value systems as you study and internalize the many different theories and methods that have been developed to aid those who are in distress.

I am confident that you will find our Clinical Mental Health Counseling master’s program at Molloy College will prepare you in the best possible way for your future as a professional counselor. I invite you to visit our department, meet with our faculty and students and come talk to me about any of your questions regarding the program or the profession of Mental Health Counseling.

As your Director, I am proud to stand behind our CMHC’s Department’s motto: “Mentoring Compassionate Counselors For Our Communities.”

Laura B. Kestemberg, Ph.D.
Associate Professor
Chair, Associate Dean and Director,
Master of Science Program
Department of Clinical Mental Health Counseling
Mission Statement Clinical Mental Health Counseling

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.

In our CMHC program, we incorporate Molloy College’s vibrant tradition of “study, spirituality, service and community” to prepare expertly trained counselors to be highly effective in today’s ever-changing human service field. Through “transformative education” Molloy College’s mission is to promote a “lifelong search for truth and the development of ethical leadership.” The goal of our CMHC program is to embrace the College’s mission and graduate students who have the professional identity, core knowledge, necessary state-of-the-art practical skills and multicultural sensitivity to excel as Mental Health Counselors in a variety of professional mental health employment settings. Our 60 credit program fulfills the educational requirements for licensure as a Mental Health Counselor established by the New York State Education Department, Office of the Professions.

Successful graduates of the Molloy College M.S. degree in Clinical Mental Health Counseling will be eligible for Licensure as Mental Health Counselors in New York State upon completion of 3,000 post-Master’s hours of supervised mental health counseling work and the passing of the state licensing examination.

The program is embedded in interdisciplinary collaborations within the college, in a warm and supportive atmosphere which ensures student growth and development.

The graduate program is student-friendly as it is offered part-time and at night. It can be completed in three years with courses in the fall, spring and summer. A final comprehensive examination and portfolio is required. Graduate coursework will include, but not be limited to, each of the following content areas: human growth and development; social and cultural foundations of counseling; counseling theory and practice; psychopathology; group dynamics; lifestyle and career development; assessment and appraisal of individuals, couples and families and groups; research and program evaluation; professional orientation and ethics; foundations of mental health counseling and consultation; and clinical instruction.

A practicum of 100 clock hours as part of a one semester course is required. An internship of 600 clock hours (part of a two semester course) is required. Each of these supervised field placements occur in a mental health setting pre-approved by Molloy College.

Clinical Mental Health Counseling Program Objectives

As a result of successfully completing the graduate program in counseling, students can expect to have gained didactic knowledge and supervised experience in skills, functions, beliefs and characteristics of effective counseling. The following broad learning objectives have been developed to assist students in gaining an overview of expected accomplishments.

The education and career objectives of the program are as follows:

- Professional Orientation and Ethics - Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.
- Counseling Theory - Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.
- Helping Relationships - Demonstrate effective individual and group counseling techniques, which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.
- Social and Cultural Diversity - Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.
- Human Growth and Development - Develop an understanding of the aspects of human growth and developmental levels, as well as an appreciation for the nature of human development and its integration within the counseling process.
- Career Development - Develop the knowledge and application of career development and vocational

Clinical Mental Health Counseling Program Overview

The 60-credit-program fulfills the educational requirements for licensure as a Mental Health Counselor established by the New York State Education Department (NYSED), Office of the Professions.
counseling theories and its effects on an individual.

- Group Counseling - Develop both theoretical and experiential understandings of group process, development, dynamics, group counseling theories, methods, skills and other group approaches.
- Assessment - Gain knowledge and skills in assessment techniques, including psychometric properties, standardized instruments, interviewing and applying these concepts to individual and group.
- Research and Program Evaluation - Develop the ability to read, critique, evaluate and contribute to professional research literature.
- Crisis Intervention - Demonstrate sufficient knowledge and skills associated with counseling in crisis settings, addressing trauma in clients and rise and suicide assessment.
- Psychodiagnosis and Treatment - Develop a working knowledge of psychodiagnosis, as defined by the DSM, the ethical application and its effect on treatment and counseling practice.
- Mental Health Systems - Demonstrate sufficient knowledge and skills associated with working in multi-disciplinary Mental Health care setting and have practical knowledge in areas of service, prevention, treatment, referral, program management and interdisciplinary collaboration.
- Experiential Learning - Develop, through supervised practicum and internship experiences, an integration of the knowledge and skills needed to be successful as practicing counselors.
- Personal Growth and Understanding - Develop, through self-reflection and insight, an understanding and integration of oneself and the use of self in the counseling process. Develop a personal theoretical approach to counseling and client advocacy with a clear understanding counselor scope of practice.
- Prerequisite coursework: an undergraduate major in counseling or psychology or a related mental health field is preferred. However, students will be considered with another major who have completed courses and obtained a 3.0 or higher in three of the six following courses:
  - Introduction to Counseling or Psychology
  - Life-span Development
  - Evaluation and Assessment in Counseling or Psychology
  - Psychopathology
  - Statistics in Counseling or Psychology
  - Experimental Design in Counseling or Psychology
- Completion of the Graduate Record Examination (GRE) - Verbal, Quantitative, and Writing. At the discretion of the Director, applicants who can demonstrate the successful completion of graduate coursework elsewhere may be exempted from the GRE
- A personal interview with the Program Director and/or other faculty member from the department
- Experience in working with others in a volunteer or employment capacity
- A spontaneous writing sample

Progression Policy for Clinical Mental Health Counseling Program

Progression and Degree Completion Requirements

- Attend program orientation
- Complete all required coursework and prerequisites
- Minimum grade of “B-” in all courses
- Achieve a 3.0 overall cumulative graduate GPA to qualify for graduation
- All coursework and clinical hours must be completed within five years of the program
- Adhere to any changes or conditions for licensing requirements as published in the CMHC Student Handbook

NOTE: The CMHC Program is subject to being updated when necessary to meet licensing requirements with NYSED and/or to be eligible for regional and national accreditations. The CMHC Student Handbook will reflect and address these changes should they occur. It will also provide additional detailed policies and useful information on the program. It will be the CMHC student’s responsibility to stay informed through use of the handbook. For the final word on any questions or concerns about the program, the Director of the CMHC Program should be consulted.

Child Abuse and Neglect Prevention Workshop

In accordance with New York State Education Department requirements, all students must complete a training for Child Abuse and Neglect Prevention. These workshops are offered at Molloy College and other locations. This workshop must be completed...
prior to the Practicum class.

Grading Policy and Repeats

“B-” is the lowest acceptable grade toward degree requirements in the Clinical Mental Health Counseling Program. The following rules apply:

• A course in which the student receives a grade below “B-” in the Clinical Mental Health Program may be repeated once.
• Students may repeat a maximum of two courses, once each.
• Students may request remediation for a maximum of two courses, once each. Students may on remediate to a maximum of a B-.

Review of Student Performance

The progress of all students is consistently reviewed each semester. Both academic performance and professional behavior and development are considered. An understanding of professional behavior may be derived from the counseling literature in such articles as:


Dismissal

Dismissals are decided based upon:

• Students not earning a “B-” for a repeated course are subject to dismissal from the program.
• Refer to “Academic Policies and Procedures” section of the Catalog for complete information on Grading and Repeats.

Withdrawal for One Semester Off or Longer

Students withdrawing of taking a semester or more off will be missing courses offered in a sequence part of an academic plan. Students should consult with the Director of the program concerning the progression consequences of missing a term. Students taking a year off must apply to be re-admitted through Admissions. Students will have a maximum of five years to complete the CMHC program.

CLINICAL MENTAL HEALTH COUNSELING - M.S.

New York State Registered Program Code: 36773
HEGIS Code: 2104.10 (Social Work and Helping Services)
Molloy Program of Study Code: MSCMH

Program of study leading to a Master’s of Science (M.S.) degree in Clinical Mental Health Counseling (CMHC). Total credits required for M.S. degree is 60 credits. Students will choose 3 out of the 5 elective courses offered. All other courses are mandatory.

Total Credits Required: 60 credits

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<thead>
<tr>
<th>Required Courses (51 credits required):</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MHC 5100 Counseling Orientation and Ethics</td>
<td>3</td>
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<td>MHC 5120 Counseling Theories</td>
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<tr>
<td>MHC 5140 Clinical Mental Health Counseling Foundations</td>
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<td>MHC 5160 Developing Theories</td>
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<td>MHC 5180 Counseling Skills</td>
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<td>MHC 5200 Methods of Research</td>
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<td>MHC 5220 Social and Cultural Aspects of Group Counseling</td>
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<td>MHC 5240 Psychopathology</td>
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<td>MHC 5250 Psycho-diagnostics and Treatment in Counseling</td>
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<td>MHC 5260 Assessment in Counseling</td>
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<td>MHC 5280 Community Mental Health Counseling</td>
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<td>MHC 5300 Group Counseling</td>
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<tr>
<td>MHC 5320 Career and Vocational Counseling</td>
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<td>MHC 5340 Crisis Intervention and Consultation</td>
<td>3</td>
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<tr>
<td>MHC 5500 Counseling Practicum</td>
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<td>MHC 5540 Internship in Counseling I</td>
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<tr>
<td>MHC 5560 Internship in Counseling II</td>
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Electives (Complete 3 courses for 9 credits):

| MHC 5400 Spirituality and Counseling | * |
| MHC 5420 Social Justice and Advocacy Issues in Counseling | * |
| MHC 5440 Marriage and Family Counseling | * |
| MHC 5460 Psychopharmacology for the Mental Health Counselor | * |
| MHC 5480 Addictions and Substance Abuse Counseling | * |

Thesis Course **(0 credits required):

| MHC 5950 Comprehensive Exam/Professional Portfolio | ** |

Total Credits Required: 60
Clinical Mental Health Counseling Course Descriptions

MHC 5100 COUNSELING ORIENTATION AND ETHICS
(formerly MHC 510)
This course is a prerequisite for all other courses. Professional orientation, personal characteristics, responsibilities, legal and ethical issues relating to professional counseling will be explored. Fee—$103.00. 3 credits

MHC 5120 COUNSELING THEORIES
(formerly MHC 512)
This course will examine a variety of counseling theories to provide a foundation for practice for professional mental health counselors. The course focuses on the philosophical and theoretical foundations of counseling theory and practice, as well as how these are applied to prevention, development, empowerment and change in individuals. Counseling practices related to specific theoretical orientations will be presented and discussed. 3 credits

MHC 5140 CLINICAL MENTAL HEALTH COUNSELING FOUNDATIONS
(formerly MHC 514)
This course will lay the foundation for the application of counseling theories, counseling helping skills and ethical considerations in practice. Students will further develop their counselor identity and scope of practice as clinical mental health counselor. 3 credits

MHC 5160 DEVELOPMENTAL THEORIES
(formerly MHC 516)
This course will explore the knowledge and understanding of different developmental levels of human development, as well as human behavior, personality and learning theory. 3 credits

MHC 5180 COUNSELING SKILLS
(formerly MHC 518)
This course will examine the knowledge and application of counseling techniques and helping skills with an emphasis on experiential learning and preparation for practicum. 3 credits

MHC 5200 METHODS OF RESEARCH
(formerly MHC 520)
In this course, students will acquire the knowledge and understanding of research methods and program evaluation as it relates to the counseling profession. This course will include a review of various research methods, statistical analyses, needs assessment and program evaluation. The course will explore how research informs evidence-based practice. It will review ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. 3 credits

MHC 5220 SOCIAL AND CULTURAL ASPECTS OF GROUP COUNSELING
(formerly MHC 522)
This course will facilitate exploration and development of awareness, knowledge and skills related to competent counseling practice. This course will examine historical and current issues related to race, gender, religion, etc., and how these relate to counseling practice. 3 credits

MHC 5240 PSYCHOPATHOLOGY
(formerly MHC 525)
This course will introduce participants to the assessment, diagnosis and treatment of mental disorders as defined by the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition, DSM-5, (2013) classification system. In addition to differential diagnosis using the DSM-5, the course will address the current understanding of etiology, prevention and treatment issues related to psychopathology. 3 credits

MHC 5250 PSYCHO-DIAGNOSTICS AND TREATMENT IN COUNSELING
(formerly MHC 524)
This course will cover the knowledge and application of psycho-diagnostics using the DSM and ICD classification systems. Subsequent treatment plan development, including an introduction to psychopharmacology will be reviewed. 3 credits

MHC 5260 ASSESSMENT IN COUNSELING
(formerly MHC 526)
This course will review the application of standardized and non-standardized assessment techniques to increase the understanding of the client and develop an individualized plan of assistance. 3 credits

MHC 5280 COMMUNITY MENTAL HEALTH COUNSELING
(formerly MHC 528)
This course includes theoretical and applied information regarding community counseling services. A variety of delivery systems, staffing procedures, emergency services, treatment paradigms and the need for collaboration among mental health professionals in the community counseling setting will be presented and discussed. 3 credits

MHC 5300 GROUP COUNSELING
(formerly MHC 530)
This course is both theoretical and experiential in nature. The knowledge and application of group counseling theory skills and techniques will be examined closely. The course includes a personal 10 clock hour group experience. Prerequisite: MHC 518/5180. 3 credits

MHC 5320 CAREER AND VOCATIONAL COUNSELING
(formerly MHC 532)
The knowledge and application of career development theories and vocational counseling will be covered in this course. A review of modern decision-making models, career planning, career education and sources of educational and occupational information will be covered in-depth. 3 credits
MHC 5340 CRISIS INTERVENTION AND CONSULTATION  
(formerly MHC 534)  
In this course, the knowledge and application of crisis intervention and consultation theory in community and school settings will be examined. Diverse crisis situations are explored as well as the assessment and treatment strategies used by counselors to assist individuals, groups and organizations manage and resolve those crises.  
3 credits

MHC 5400 SPIRITUALITY AND COUNSELING  
(formerly MHC 540)  
This course covers the study and application of the theory and techniques to assist a counselor in the appropriate integration of spirituality into the counseling process. This course reviews the skills that counselors possess to effectively engage clients in the exploration of their spiritual and religious lives, as it relates to other mental health concerns. An examination of spiritual diversity in the helping professions and the contribution of spirituality to culture and individual human development is included. The course reviews the ethical standards in regard to spiritual/religious issues.  
3 credits

MHC 5420 SOCIAL JUSTICE AND ADVOCACY ISSUES IN COUNSELING  
(formerly MHC 542)  
This course will follow an experiential/lecture format to explore issues that may arise in organizational settings requiring a social justice analysis and advocacy approach (e.g., racism, sexism, classism, etc.). The theory, research and practice on social justice and advocacy issues in organizational settings will be reviewed from a multidisciplinary perspective. Ethical and legal issues (e.g., confidentiality, informed consent, boundaries, competence) that are unique to advocacy and work in community organizational settings will be covered. The course will emphasize leadership for equity, social justice and advocacy in counseling with underrepresented and oppressed populations.  
3 credits

MHC 5440 MARRIAGE AND FAMILY COUNSELING  
(formerly MHC 544)  
This course provides an exploration of the historical development and principal conceptualizations of marital and family counseling.  
3 credits

MHC 5460 PSYCHOPHARMACOLOGY FOR THE MENTAL HEALTH COUNSELOR  
(formerly MHC 546)  
The course will provide students with an introduction to psychopharmacology, summarizing the basic concepts of the functions of the organs and systems of the human body and brain. This course will provide students with the knowledge necessary to identify and assess the actions, effects, uses and abuses of legal and illegal drugs.  
3 credits

MHC 5480 ADDICTIONS AND SUBSTANCE ABUSE COUNSELING  
(formerly MHC 548)  
This course covers the techniques which are useful for adapting existing counseling skills to the special needs of substance abusing clients. Students will learn the various theories supporting both individual and group counseling work with clients who abuse drugs or alcohol. Special attention will be given to differentiate the needs among various age populations, such as adolescents, university students and adult clients with addictions.  
3 credits

MHC 5500 COUNSELING PRACTICUM  
(formerly MHC 550)  
This course is focused around a supervised practical experience which emphasizes the application of knowledge gained with clients and mental health agencies. Students complete 100 clock hours at a site pre-approved by the college. Students are supervised by an on-site supervisor and meet weekly with the professor of this course in a seminar format and discuss their internship experiences. (100 hours) Prerequisite: MHC 518/5180, MHC 530/5300, and the Child Abuse and Neglect Prevention Workshop. Fee—$155.00.  
3 credits

MHC 5540 INTERNSHIP IN COUNSELING I  
(formerly MHC 554)  
The first semester of the field-based counseling internship designed to give the student instruction and practical learning in a chosen Mental Health counseling environment. Students complete 300 clock hours at a site pre-approved by the college. Students are supervised by an on-site supervisor and meet weekly with the professor of this course in a seminar format to review and discuss their internship experiences. (300 hours) Prerequisite: MHC 518/5180, MHC 550/5500. Fee—$155.00.  
3 credits

MHC 5560 INTERNSHIP IN COUNSELING II  
(formerly MHC 556)  
The second semester of the field-based counseling internship designed to give the student instruction and practical learning in a chosen Mental Health counseling environment. Students complete 300 clock hours at a site pre-approved by the college. Students are supervised by an on-site supervisor and meet weekly with the professor of this course in a seminar format to review and discuss their internship experiences. (300 hours) Prerequisite: MHC 518/5180, MHC 550/5500, MHC 554/5540. Fee—$155.00.  
3 credits

MHC 5950 COMPREHENSIVE EXAM/PROFESSIONAL PORTFOLIO  
(formerly MHC 595)  
MHC 595 is a zero credit course that all third year students must take in the spring semester of their final year. Students must pass a comprehensive exam which will be taken at a scheduled time during the spring semester of their final year. Students will also present an e-portfolio through Chalk & Wire highlighting all of their key assignments from courses they have taken in the program. The portfolio will be submitted in the spring semester of the final year and be graded on a pass/fail system. Pass/Fail. Fee—$103.00.  
0 credit
One only has to open a newspaper or watch the evening news to hear about criminal acts. Many students choose to major in Criminal Justice in an attempt to address and understand these deviant and often violent crimes.

Criminal Justice practitioners and researchers need to possess the information, skills and abilities that are developed through graduate education. In many criminal justice agencies, a graduate degree is essential when seeking an advanced position.

Graduate Criminal Justice study will not only help in securing employment, but will also provide the knowledge and critical thinking skills necessary to properly perform the often complicated duties required of Criminal Justice agency personnel. The Program also provides the foundation necessary to pursue doctoral study.

The Master’s Program in Criminal Justice reinforces the strengths of Molloy College, particularly its emphasis on ethical practice. Interactions between professor and student make Molloy’s educational experience one that is individualized, thus assisting students currently employed and those who aspire to work in the Criminal Justice field.

I wish you success in your studies. You are always welcome to contact me with any questions you may have.

John A. Eterno, Ph.D.
Associate Dean and Director of Criminal Justice
Criminal Justice Program

S101 Siena Hall
516.323.3804

John A. Eterno, Ph.D., Associate Dean and Director, Graduate Program in Criminal Justice

Professors: John A. Eterno, Michael S. Russo

Associate Professors: Christine Barrow, Deniese Kennedy-Kollar, Christopher G. Sullivan, S. Vicki Toale

Adjunct Instructors: Rocco DeBenedetto, John Laffey, Stephen McAllister, John P. McLaughlin, Terrence Murphy, Theresa Tobin

Please note that Molloy College is in the process of developing hybrid courses for some graduate programs. A hybrid course combines face-to-face classroom instruction with online/distance learning. At Molloy, more than 50% of a hybrid course is scheduled in a traditional classroom environment and the remaining time is completed out of the classroom. Some hybrid courses have been launched in the Criminal Justice Master's Degree Program. The number of hybrid courses will increase in subsequent semesters.

Courses in the Criminal Justice M.S. program are generally held on weekday evenings. Courses are only one night per week and run back to back from 5:25 p.m. to 7:35 p.m. and the second course from 7:45 p.m. to 9:55 p.m. This allows students the ability to take two courses one night a week or four courses only two nights a week. Hybrid courses make the program even more convenient.

Philosophy of the Criminal Justice Program

The Master of Science program in Criminal Justice is founded on the Mission of Molloy College. In particular, it reflects the College’s commitment to scholarly inquiry and respect for each individual’s worth and dignity. Building on Molloy’s Catholic and Dominican tradition, graduate studies expand knowledge and provide both self-enrichment and the realization of personal and professional goals. Additionally, justice practitioners are prepared to meet the challenges of today’s complex society.

Goals of the Criminal Justice Program

Graduates of the M.S. in Criminal Justice Program will:

• Develop the ability to identify and critically evaluate current criminal justice theories.
• Demonstrate the ability to identify and explain the concepts of judicial review and constitutional rights.
• Demonstrate an understanding of the scientific method and the ability to critically evaluate current criminal justice research and policy.
• Articulate ethical theories and apply those theories to specific situations in the criminal justice system.
• Develop an understanding of democratic principles and how they apply to the criminal justice system.
• Develop advanced written and oral communication skills.

Admissions Requirements - Criminal Justice Program

The applicant must possess an appropriate Baccalaureate Degree in the social sciences from an accredited college or university. Those who do not have an appropriate Baccalaureate degree will be required to take undergraduate classes as a prerequisite to admission. The required undergraduate-level classes will be determined by the Director after transcript evaluation and a personal interview. Students applying to the Criminal Justice Graduate Program should have some basic foundational classes in
criminal justice, sociology, psychology and political science (at least 30 credits). Applicants with a social science background and no foundation in criminal justice must take CRJ 480, Survey of Criminal Justice, with permission from the Program Director to enter the program.

Applicants must submit an official transcript of all undergraduate and graduate work. Only credit from institutions that are accredited by their regional higher education body will be accepted for transfer into the Graduate Criminal Justice Program. No more than six hours of transfer credits are accepted at the Master's degree level, and the student must have attained a “B” or better in those classes. There are no waivers of credit. No academic credit is awarded by the Criminal Justice Graduate Program for life experience or for military, police academy, or other professional training.

Applicants must have a GPA of at least 3.0 for matriculation. However, applicants with less than a 3.0 GPA may be admitted at the discretion of the Program Director on a probationary status. If the student cannot maintain a 3.0 for the first six (6) credits, the student will be dismissed from the Program.

Applicants must submit at least three (3) letters of recommendation. Additionally, all applicants are required to participate in a personal interview with the Program Director.

The maximum time to complete the Master's degree is five (5) years.

Note: The Graduate Program in Criminal Justice reserves the right to make necessary changes in programs and courses in response to regulations received from the New York State Department of Education or other certification bodies. These changes will become effective according to dates specified by the New York State Education Department or by a certification body. Students are responsible for adhering to all program requirements.

### Progression through the Criminal Justice Program

To progress in this Program, students must:
- Complete all required coursework and prerequisites
- Successfully complete a Master’s Thesis (either a research or policy project - see CRJ 5990 for specific criteria)
- Complete program in five (5) years

*Note: M.S. degree requires 33 credits for graduation. Credit for classes with grades below “B-” are not counted toward degree requirements. Students must have a 3.0 to graduate.*

### Program of Study leading to a M.S. Degree in Criminal Justice

Molloy College's graduate program in Criminal Justice contains a 15-credit Core, which is required of all students. Students will complete the degree requirement by selecting from elective courses which are listed under the Criminal Justice Electives below. The Criminal Justice Master of Science degree will be awarded to students who complete the 33-credit requirement. Classes are offered throughout the year, including summer sessions.

### CRIMINAL JUSTICE - M.S.

| New York State Registered Program Code: 31635  |
| New York State Registered Program Code: 31634 (Dual BS/MS)  |
| HEGIS Code: 2105.00 (Police Law Enforcement and Corrections)  |
| Molloy Program of Study Code: MSCRJ  |
| Molloy Program of Study Code: MSCRD (Dual BS/MS)  |

#### Prerequisites:

Bachelor's degree in Criminal Justice or Bachelor's degree in another field and permission of the Director of Criminal Justice Program.

#### Total Credits Required: 33 credits

<table>
<thead>
<tr>
<th>Core Courses (15 credits required):</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CRJ 5010 Modern American Justice</td>
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<tr>
<td>CRJ 5020 Constitutional Law and Legal Issues</td>
<td>3</td>
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<tr>
<td>CRJ 5030 Research Methods in Criminal Justice</td>
<td>3</td>
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<tr>
<td>CRJ 5040 Ethics and Morality in Criminal Justice</td>
<td>3</td>
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<tr>
<td>CRJ 5990 Master’s Thesis Seminar</td>
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<tr>
<th>Criminal Justice Electives (18 credits):</th>
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<tr>
<td>CRJ 5100 Violence in American Society</td>
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<td>CRJ 5110 Criminal Justice and Technology</td>
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<td>CRJ 5120 Domestic and International Terrorism</td>
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<td>CRJ 5130 Modern Law Enforcement</td>
<td>*</td>
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<td>CRJ 5140 Survey of International Justice Systems</td>
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<td>CRJ 5150 Advanced Criminal Justice Internship</td>
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<tr>
<td>CRJ 5160 Advanced Research Methods and Statistics in Criminal Justice</td>
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<tr>
<td>CRJ 5170 Ideology, Socioeconomics and Politics of Crime and Terrorism</td>
<td>*</td>
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<td>CRJ 5180 Modern Correctional Systems</td>
<td>*</td>
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<td>CRJ 5190 Police Policy</td>
<td>*</td>
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<tr>
<td>CRJ 5200 Advanced Criminal Law and Procedure</td>
<td>*</td>
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<td>CRJ 5210 Civil Liberties Versus National Security</td>
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<tr>
<td>CRJ 5220 Civil Liberty in Criminal Justice</td>
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<td>CRJ 5300 Women and Criminal Justice</td>
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<td>CRJ 5310 Legal Dimensions of Criminal Behavior</td>
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<tr>
<td>CRJ 5410 Juvenile Justice</td>
<td>*</td>
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</tbody>
</table>

| Total Credits Required: | 33 |

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**Graduate Criminal Justice Course Descriptions**

**CRJ 480 SURVEY OF CRIMINAL JUSTICE**

This course provides the non-criminal justice undergraduate student with an overview of criminal justice so that he/she can understand and participate in graduate-level work. Upon successful completion of this course, the student will be permitted to enter the Criminal Justice Program with the knowledge and skill necessary to succeed. The student must attain a "B" or better in this class in order to advance to graduate study. Prerequisite: Permission of the Director. This is not a graduate-level course. (Offered as needed) 3 undergraduate credits.

**CRJ 5010 MODERN AMERICAN JUSTICE**  
(formerly CRJ 501)

This course provides an overview of current American criminal justice theories and practices. The focus of the class is on developing an in-depth understanding of criminality and policy with respect to American justice. Particular emphasis will be placed on practical applications. Current theoretical approaches to understanding American justice will be also studied. 3 credits.

**CRJ 5020 CONSTITUTIONAL LAW AND LEGAL ISSUES**  
(formerly CRJ 502)

This course will critically examine constitutional and legal issues which are essential components of the modern criminal justice system of the United States. In recent decades, court cases and legislation have had a profound impact in shaping our modern criminal justice system. Examples of court cases and their progeny that will be examined include Miranda v. Arizona, Terry v. Ohio and Mapp v. Ohio among others. Theories on the Judiciary will also be examined such as the attitudinal model versus the legal model of jurisprudence. 3 credits.

**CRJ 5030 RESEARCH METHODS IN CRIMINAL JUSTICE**  
(formerly CRJ 503)

This course provides the student with a graduate-level introduction to criminal justice research, statistics, and methodologies. Criminal justice research keeps policy makers and social scientists informed of vital updates in the field. As such, research techniques and methods will be strongly emphasized. Both qualitative and quantitative studies will be critically analyzed. In addition, the course will closely examine the scientific method and how that method influences research. Prerequisites: Undergraduate statistics course or permission of Director. 3 credits.

**CRJ 5040 ETHICS AND MORALITY IN CRIMINAL JUSTICE**  
(formerly CRJ 504)

Ethics and morality are incorporated into every aspect of criminal justice. From the police officer patrolling the street to the parole officer checking in on his/her parolees, the role of ethics and morality should not be underestimated. This course examines real-life ethical decisions that occur every day in the criminal justice field. Using case studies and hypothetical scenarios, the student will be able to understand the complexities of criminal justice ethics. 3 credits.

**CRJ 5100 VIOLENCE IN AMERICAN SOCIETY**  
(formerly CRJ 510)

Violence has become commonplace to Americans. One only has to watch the evening news to be bombarded by images of murder, rape, robbery, assault, and other violent crimes. This course will explore why American society, in particular, is so violent. This course will examine this violence through case studies including: workplace violence, relationship violence, child abuse, organizational violence, school violence, gang violence, militia violence, serial killers, and other types of violence. Prerequisites: CRJ 501/5010 and CRJ 503/5030, or permission of Director. 3 credits.

**CRJ 5110 CRIMINAL JUSTICE AND TECHNOLOGY**  
(formerly CRJ 511)

Technology has revolutionized the field of criminal justice. From policing to after-the-fact crime analysis, the use of technology has greatly advanced the war on crime. Some hands-on examples of these techniques will be demonstrated: DNA fingerprinting, photographic imaging, bomb detection, and other developments in technology will be covered. Additionally, technology has also created severe problems for law enforcement. The availability of information to construct Weapons of Mass Destruction or even fairly destructive bombs are now commonplace. Also, criminals have the ability to commit crime trans-nationally using computers. Such problems for law enforcement will be closely examined. Prerequisites: CRJ 501/5010 and CRJ 503/5030, or permission of Director. 3 credits.

**CRJ 5120 DOMESTIC AND INTERNATIONAL TERRORISM**  
(formerly CRJ 512)

This course provides an overview of terrorism with a focus on the United States. It will examine the history, the threat of terrorism on U.S. soil, efforts by American officials at identifying priorities and solutions, future threats and the impact on society. Prerequisites: CRJ 501/5010 and CRJ 503/5030, or permission of Director. 3 credits.

**CRJ 5130 MODERN LAW ENFORCEMENT**  
(formerly CRJ 513)

This course provides a thorough survey of modern law enforcement agencies and practices and how these aspects have evolved over time. Topics which will be covered include the professionalization of police officers, community policing, broken windows, Compstat, and how these influence law enforcement administration and procedure. Prerequisites: CRJ 501/5010 or permission of Director. 3 credits.

**CRJ 5140 SURVEY OF INTERNATIONAL JUSTICE SYSTEMS**  
(formerly CRJ 514)

This course will survey various justice systems throughout the world. It will focus on a wide variety of countries: India, Brazil, China, Nigeria, Russia, United States, and others. Each country’s system will be explored and evaluated. Specific issues
regarding each country will be addressed. For example, the Russian Federation, as a new democracy, is dealing with many problems, especially but not exclusively, corruption. These issues will be closely examined country by country. Additionally, the interconnections between countries and the handling of transnational crime will be addressed. Prerequisites: CRJ 501/5010 and CRJ 503/5030, or permission of Director. 3 credits

CRJ 5150 ADVANCED CRIMINAL JUSTICE INTERNSHIP 
(formerly CRJ 515)
This course provides the student the opportunity to intern in a criminal justice agency. This course will give the student real-life experience in the field. The student will spend a minimum of 150 hours interning with a criminal justice agency performing supervised fieldwork. As such, the student will learn through observation and some participation. Additionally, the student will be responsible for keeping a logbook detailing sessions. This class is designed for those who are not criminal justice practitioners. Prerequisites: CRJ 501/5001 or permission of Director. 3 credits

CRJ 5160 ADVANCED RESEARCH METHODS AND STATISTICS IN CRIMINAL JUSTICE 
(formerly CRJ 516)
This course provides an in-depth study of advanced criminal justice research methods. The topics covered include the use of multivariate statistics as well as additional advanced methods. The student will then use these advanced methods in writing his/her own research paper. The importance of scientific research in criminal justice will be stressed. Additionally, proficient understanding of the role of scholarly journals and identification of criminal justice journals will be covered. The course is designed for students who intend on producing their own research and perhaps advancing to the doctorate level of study. Prerequisites: CRJ 501/5010, CRJ 503/5030 and an undergraduate statistics course, or permission of Director. 3 credits

CRJ 5170 IDEOLOGY, SOCIOECONOMICS AND POLITICS OF CRIME AND TERRORISM 
(formerly CRJ 517)
The role that ideology and socioeconomic factors play in crime and punishment are enormous in American society. This course will analyze how the topic of crime traditionally has been used by politicians seeking public support. The influences that social and economic factors have on criminal behaviors and criminal justice reactions also will be investigated. Additionally, this course will focus on how terrorism is used as an ideological and political pawn, and how this “use” of crime and terrorism is received by the public when these political promises fail. Prerequisites: CRJ 501/5010 or permission of Director. 3 credits

CRJ 5180 MODERN CORRECTIONAL SYSTEMS 
(formerly CRJ 518)
In American society, reliance on formal social control mechanisms to restrict unwanted behaviors is exceptional. The United States has one of the most populous criminal justice systems in the world. Students will be exposed to theoretical reasons as to why this is so. Additionally, there are many strategies employed by correctional agencies to change behaviors. This course will develop an in-depth understanding of these strategies. It will include study of both traditional and non-traditional methods. Emphasis will be placed on evaluating and critiquing these strategies using scientific studies. Prerequisites: CRJ 501/5010 or permission of Director. 3 credits

CRJ 5190 POLICE POLICY 
(formerly NYPD Policy, CRJ 519)
Studying the flagship Police departments is critical to understanding policing and democratic society. This course will closely examine the policies through the lens of experts and social scientists who have been studying them for years. The course will first explore the history of policing with a focus on policy (e.g., Christopher, Knapp and Mollen Commissions as well as the introduction of the innovative performance management system and broken windows). Once this foundation is established the course will cover critical policies such as stop and frisk, marijuana enforcement, policing protest, playing with crime numbers and other issues. Prerequisites: CRJ 501/5010 or permission of Director. 3 credits

CRJ 5200 ADVANCED CRIMINAL LAW AND PROCEDURE 
(formerly CRJ 520)
This course presumes a working knowledge of criminal law and procedure and examines the principles and concepts in these areas of law in an in-depth fashion among other things, students will examine recent rulings of the U.S. Supreme Court, New York State Court of Appeals, other courts and the historical approaches taken by the courts. Considerable focus will also be placed on controversial current aspects of both criminal law and procedure. For example, so-called “stand your ground laws” that give individuals the right to use deadly force to defend themselves without any requirement to evade or retreat from a dangerous situation, publicly debated as a result of the trial in Florida v. Zimmerman will be examined. Students will be encouraged to form and express opinions in these controversial areas. 3 credits

CRJ 5210 CIVIL LIBERTIES VERSUS NATIONAL SECURITY 
(formerly CRJ 521)
The world as we know it changed, perhaps irreversibly, following the events of September 11, 2001. The terrorist attacks of that day, the worst of their kind on U.S. soil, prompted not only a substantial military response by the United States, but also other new national security measures aimed at ensuring that such an attack would not take place again. For example, the U.S. Congress enacted the USA PATRIOT Act (and acronym for the Uniting (and) Strengthening America (by) Providing Appropriate Tools Required (to) Intercept (and) Obstruct Terrorism Act of 2001) ("the Act"). The Act reduced restrictions on law enforcement agencies’ ability to search telephone, e-mail communications, medical, financial and other records; eased restrictions on foreign intelligence gathering within the United States; expanded the Secretary of the Treasury’s authority to regulate financial transactions; and broadened the discretion of law enforcement and immigration authorities in detaining and deporting immigrants suspected of terrorism-related acts. Many believe that civil liberties have become a casualty of new national security measures. Others insist that the exigencies of national security demand restrictions on liberties. This course examines the arguments on both sides of the security vs. civil liberty debate, and the trade-offs in attempting to balance national security interests and civil liberty interests. 3 credits
CRJ 5220 CIVIL LIABILITY IN CRIMINAL JUSTICE
(formerly CRJ 522)
Students must be aware that their actions or inactions as criminal justice practitioners will be probed and analyzed by the public and, that such actions or inactions may be challenged in civil lawsuits. Civil lawsuits may be brought in a wide range of different areas. For example, plaintiffs may seek relief in legal proceedings seeking to impose liability and obtain relief for torts, personnel decisions and violations of civil rights. There is some evidence that the filing of lawsuits against criminal justice agencies is on the rise. Between July 1, 2010 and June 30, 2011, 2,241 civil rights claims were filed against the NYPD - up 23% from the 1,826 claims filed a year earlier. Additionally, New York City paid out 35 settlements and judgments worth $100,000 or more between July 1, 2011 and June 30, 2012 to end lawsuits accusing the NYPD of violating civil rights. In total, the nearly three dozen cases cost the city $22.8 million according to data compiled by the city comptroller’s office. The payment of such large settlements and judgments does not only have serious fiscal consequences, it can also create serious doubts in the public’s belief that criminal justice agencies can effectively carry out their missions within the bounds of law. It is for this reason that criminal justice practitioners must have firm knowledge of the civil law process and know how to function in it. 3 credits

CRJ 5230 CRIMINAL JUSTICE AND THE SUPREME COURT
(formerly CRJ 523)
Practitioners and leaders must be able to develop policies and procedures that take into account future effects as best once can foresee or anticipate. This requires the practitioner or leader to have the ability to defend a position against others who may not agree. Such ability comes through a discussing and debating process with an openness to hear and consider opposing points of view. This class is designed to give the students the maximum exposure to this process by addressing the current case accepted to be heard in the U.S, Supreme Court. The students will offer critical analysis on the competing positions of the parties to the case; develop their own opinion as to how the case should be decided; practice their writing skills in drafting a legal opinion supporting their position; then be required to orally defend the position against questioning from their peers. 3 credits

CRJ 5240 MILITARY AND INTERNATIONAL LAW
(formerly CRJ 524)
This course examines enforcing military and international law throughout the world. 3 credits

CRJ 5300 WOMEN AND CRIMINAL JUSTICE
(formerly CRJ 530)
This course explores the intersection between women and the criminal justice system. In the class, we will examine the nature and extent of women as offenders, as victims and as workers in the criminal justice system. We will explore theories related to offending as well as victimization and we will investigate the relationship between offending and victimization. We will also study the intricacies of women in the criminal justice system as offenders (i.e., prisoners, probationers, etc.) as well as workers (i.e., law enforcement officers, correction workers and law makers). 3 credits

CRJ 5310 LEGAL DIMENSIONS OF CRIMINAL BEHAVIOR
(formerly CRJ 531)
This course will examine criminal behavior in the context of the legal system. We will focus on the role of psychology within the criminal justice system, the intersection of psychological issues in the investigation and prosecution of criminal cases, overview the practice of criminal profiling and examine the psychological understanding of specific criminal behavior. 3 credits

CRJ 5330 NATURE OF CRIME
(formerly CRJ 533)
This course will examine the nature of crime and its place within the social system. Students will discuss crime as a social interaction that is shaped by social processes, how crime connects to the larger world and how social realities shape criminal opportunity. The focus of this course will be on studying how crime happens rather than why it happens. Students will come to appreciate the meaning of crime in the larger culture and the way that our society understands crime. 3 credits

CRJ 5350 POLICE PERSONNEL ISSUES
(formerly CRJ 535)
This course will explore contemporary issues in police personnel administration including legal requirements, personnel policies and police personnel practices. Although the main focus will be law, policy and practice, significant and or controversial incidents involving the police will be discussed with the goal of developing legally and socially responsible policies to improve policing and the operation of the Criminal Justice System as a whole. Topics will include police selection, training, employee management and assistance, police stress, use of force, misconduct and discipline. Part of this course will focus on location and examination of reliable data sources and research on these topics. 3 credits

CRJ 5360 POLICING THE POLICE
(formerly CRJ 536)
This course will introduce the student to the study of how police organizations police within. It will examine different theories and rationale that have been offered for incidents of police misconduct, integrity lapses and illegal acts as well as focusing on the factors which will explore the history and application of social, cultural and institutional perspectives on the causation, continuance and response to different behaviors and responses within the law enforcement arena. 3 credits

CRJ 5370 COMPSSTAT AND CRIME NUMBERS
(formerly CRJ 537)
CompStat (Compare Statistics) is the performance management system of law enforcement today. With our assessment culture, quantitative numbers crunching has become the way we assess success. There are both positive and negative aspects to this. One area of concern is counting crime. Crime statistics and other data collected by police departments are critical to policy making, victims, community members and more. How are these vital statistics being collected? What are the ramifications of “cooking the books”? Is this localized or endemic to the performance management system currently in vogue? What can be done about any concerns that have been identified? Using the media, recent research using the scientific method,
and other primary and secondary sources, this course will critically analyze the above questions and attempt to identify clear solutions to the problems identified.

3 credits

CRJ 5410 JUVENILE JUSTICE
(formerly CRJ 541)
This course is designed to understand the origins of the juvenile justice system and the historical shifts in policies and treatment of juvenile delinquents. An overview of the legal framework in which the juvenile justice system operates will highlight the differences in adult and juvenile law. The influence of the family, media, peers, socioeconomic status, drugs, gang affiliation and schools will be covered in detail. Students will be expected to know the landmark juvenile court cases and the current trends impacting the juvenile court. The systemic role of the police, the juvenile court and juvenile institutions will be explored. Child abuse and neglect, status offenders, and the unique needs of young people will also be examined. Students will obtain a working knowledge of the juvenile system and an understanding of associated occupations. Prerequisites: CRJ 501/5010 or permission of Director. 3 credits

CRJ 5420 FEMINIST CRIMINOLOGY
(formerly CRJ 542)
This course highlights the role of women within our criminal justice system. Feminist criminology is primarily focused on female victimization as well as various other critical issues including female delinquency and prostitution. This course examines gender inequality within the American justice system and the law. Multiple theoretical concepts based on female oppression will be examined along with various strategies aimed toward positive change. 3 credits

CRJ 5430 POLICE CORRUPTION AND INTEGRITY
(formerly CRJ 543)
This course will introduce the student to the study of police corruption and integrity. It will examine different theories and rationale that have been offered for incidents of police misconduct, integrity lapses and illegal acts as well as focusing on the factors which help contribute to these acts. It will explore the history and application of social, cultural and institutional perspectives on the causation, continuance and response to different behaviors displayed by law enforcement personnel. 3 credits

CRJ 5990 MASTER’S THESIS SEMINAR
(formerly CRJ 599)
This is a capstone course in which the student is assisted in completing the thesis requirement. Students will either conduct independent research or complete an independent policy project. In consultation with a faculty member, the student will identify an appropriate topic for research/policy change in the field of Criminal Justice, put the topic/policy selected in the form of a research question or questions, prepare an annotated bibliography of relevant research using scientific journal articles and/or law journals, select appropriate research methods/evaluative methods suitable to completing a thesis/policy change, and submit a comprehensive research/policy change plan in the form of a Thesis Proposal. Those doing research will complete their research as a requirement for the class. Those doing a policy change will, to the extent possible, implement the change and evaluate. Both the research and policy project require a paper to be completed. Students will demonstrate their projects orally to class. This is a rigorous thesis that must reflect advanced graduate knowledge, skills and abilities to conduct independent work. 3 credits

CRJ 5991 MASTER’S THESIS SEMINAR CONTINUATION
(formerly CRJ 599T)
This course is a continuation of CRJ 599. The student continues to work closely with the professor to complete the thesis/project assigned in CRJ 599. It must be taken consecutively until the thesis/project is completed. Those students working on their thesis/project during the summer with their professor must register for this during the summer session especially but not exclusively if he/she plans to graduate in August. Prerequisite: Permission of Director. (Offered Fall, Spring, and Summer) 1 credit
Dear Student,

Congratulations on your decision to pursue a graduate degree in Music Therapy. Molloy’s Program is designed to meet the needs of the beginning Music Therapy professional with a Baccalaureate degree in music, as well as the experienced music therapy professional looking for advanced training and specialization.

Our program offers a comprehensive curriculum highlighting the breadth and depth of the Music Therapy profession. The degree has been approved by the State Education Department, Office of the Professions and fulfills educational requirements for licensure as a Creative Arts Therapist in the State of New York (LCAT). Courses integrate concepts from contemporary Music Therapy practice through didactic and experiential learning. You will receive extensive hands-on training at area schools, hospitals, outpatient clinics, nursing homes and psychiatric centers in the greater metropolitan area. In addition, we are offering courses in specialized areas such as Nordoff-Robbins Music Therapy and Analytical Music Therapy.

Molloy’s Music Therapy Program prides itself on individualized attention focused on each student’s particular strengths and needs. We will work toward providing you the best possible education to prepare you for a variety of Music Therapy employment scenarios. You will develop music skills that can be applied to clinical practice, explore theoretical concepts relevant to the field and engage in research across a variety of paradigms and perspectives.

We look forward to helping you achieve your professional goals in the dynamic and growing field of Music Therapy.

Suzanne Nowikas Sorel, D.A., LCAT, MT-BC
Associate Dean and Director
Graduate Music Therapy Program
Music Therapy Program

PS220 Public Square
516.323.3320

Suzanne Sorel, D.A., Associate Dean and Director, Graduate Program in Music Therapy

Professor: Suzanne Sorel

Associate Professors: John Carpente, Seung-A Kim,

Adjunct Associate Professor: Joanne Loewy

Adjunct Assistant Professors: Yasmine Iliya, Madelaine Ventre, Heather Wagner

Adjunct Instructors: Pamela Carlton, Peter Galub, Lora Heller, Kaitlyn Kelly, Robin Mitchell, Elizabeth Schwartz;

Please note that Molloy College is in the process of developing hybrid courses for some graduate programs. A hybrid course combines face-to-face classroom instruction with online/distance learning. At Molloy, more than 50% of a hybrid course is scheduled in a traditional classroom environment and the remaining time is completed out of the classroom. Some hybrid courses in the Music Therapy Master’s Degree Program were launched in Fall 2015. The number of hybrid courses may increase in subsequent semesters.

Music Therapy Program Philosophy

The music therapy department at Molloy College embodies a humanistic vision regarding the power of music to reach, support, heal, and enhance an individual’s social, emotional, physical, and spiritual development and well-being.

Music therapy is an established, goal-directed healthcare profession that uses music and specially designed musical experiences to improve the quality of lives of children and adults with disabilities or illnesses. Music therapy graduate students develop skills in working within an interdisciplinary team, writing and implementing clinical goals, and effectively communicating information regarding treatment plans and the profession.

The graduate program combines experiential learning in the classroom with supervised field experiences at healthcare and educational facilities in the New York Metropolitan area. The coursework reflects the philosophy of the department in providing a broad range of study for the contemporary practitioner, including courses in music and medicine, vocal and verbal techniques, ethics in music therapy, clinical improvisation, research, and music psychotherapy. Board-certified music therapists (MT-BC) studying in the graduate program will deepen their practice by identifying a specialization or a unique interest of study, such as Nordoff-Robbins Music Therapy, Guided Imagery and Music, or Analytical Music Therapy. The in-depth study of these areas of treatment and practice requires professionalism, musicianship, and emotional maturity. The graduate student is supported and closely monitored throughout the program with one-on-one supervision and advisement by faculty.

The full-time and adjunct faculty members of the music therapy graduate program are nationally and internationally recognized music therapists engaging in cutting edge research and practice. Graduate students will receive supervision by Board-Certified (MT-BC), Licensed Creative Arts Therapists (LCAT) at hospitals, rehabilitation centers, nursing homes, schools, outpatient clinics, hospices, and psychiatric centers in the Long Island and New York City area. In addition, students will have opportunities to practice at the Rebecca Center for Music Therapy, Molloy College’s on-campus music therapy clinic. This training will provide graduate students with clinical experience through observation, co-leading, leading, and documentation of music therapy sessions under the supervision and guidance of experienced Master’s or Doctoral level music therapists.

Music Therapy Program Goals

Graduates of the Music Therapy Program will be able to:

- Practice music therapy at an advanced level promoting healing through music experiences and therapeutic relationship
- Understand client needs from various theoretical perspectives and clinical models
- Work with a wide range of clients across a variety of clinical and educational settings
- Utilize and apply advanced music psychotherapy skills in clinical practice
- Engage in ongoing professional and personal development
- Adhere to ethical standards of practice in music therapy
- Understand and conduct research with the goal of producing scholarly writing and presentations in music therapy

FACILITIES

In addition to lecture rooms and two fully equipped electronic keyboard/computer labs, an extensive instrumental collection for music therapy courses is available. There are several rehearsal rooms for small ensembles, practice rooms and a 550 seat theatre.

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 the interactive use of live music to stimulate and develop communication, expressiveness, socialization and relationship. Another important facet of the Center's mission is to educate and train music therapy students to help prepare tomorrow's music therapists. The training facility at Molloy College provides students with clinical experience through observation, co-leading and leading music therapy sessions under the supervision and guidance of experienced music therapists of the Rebecca Center. The clinical staff at the Center is fully trained, professionally credentialed music therapists.
Admissions Requirements -
Music Therapy Program

Prospective students in the Master’s degree programs are required to have the registrars of all colleges and universities previously attended send official transcripts directly to Molloy College. In addition, applicants must:

- Complete the graduate degree program application.
- If the student has completed a music degree, the following prerequisites must be completed: Abnormal Psychology, and Developmental Psychology.
- If the student has a degree in a related field that is not music, such as psychology, he/she must complete prerequisite music courses: Music theory and sight-singing, Harmony and Music History courses or can pass placement exams.
- Have achieved a minimum of a 3.0 overall grade point average in undergraduate work. (Students having a GPA between 2.8 and 3.0 may be accepted on probationary status.)
- Submit three (3) letters of reference from former college professors and/or professional associates.
- Pass an audition for the Molloy College Music Department.
- Participate in a personal interview with the Program Director.
- New York State Law #2165 requires that all students born on or after January 1, 1957, have on file proof of immunity from measles, mumps, and rubella. These vaccinations must have been given on or after the first birthday. Therefore, students must submit proof of immunization signed by a physician or high school health official.

Music Therapy Program
Progression Policies

Students must pass a music therapy jury (which is a formal evaluation of music skills by Music Therapy Department faculty) prior to fieldwork and internship experiences. In addition, students must pass a “professional dispositions” assessment prior to beginning field experiences (MUS 5080, MUS 5200). See Graduate Music Therapy Handbook. Students will be granted one additional opportunity to re-take their jury and have their professional dispositions reassessed in the next semester of attendance. Students who do not pass the music therapy jury and/or professional dispositions a second time will be dismissed from the program. Students who do not pass a pre-clinical jury or professional dispositions may be required to register for MUS 280 Professional Growth in Music Therapy Training.

Graduation Requirements:

Degree requirements include:

- Music Therapy: Documentation of completed music therapy internship and/or 500 supervised clinical hours depending upon whether Baccalaureate degree is in music therapy or related field.
- Completion of program in seven (7) academic years for Graduate Music Therapy.
• Maintenance of 3.0 cumulative average in Graduate Music Therapy.

• Students must attend a minimum of three (3) on-campus graduate Music Therapy workshops while they are matriculated as graduate students. Documentation is required.

• Students may participate in commencement exercises if they have six (6) credits or less left to complete their degree, with the exception of MUS 5500, MUS 5510 or MUS 5520. These three courses must be successfully completed in order to participate in Commencement.

Repeating Courses and Grading Policy: A course in which the student receives a grade below the grade of “B-” in Music Therapy programs may be repeated once. The option to repeat a course may not be used more than two times. Students are permitted to repeat two courses, once each. A third grade that is not accepted for credit toward degree requirements will result in dismissal from the program. Grades below “B-” are not acceptable. For more information on grading policy and repeats, see information under “Academic Policies and Procedures”.

Licensure Requirements:
Professionals seeking licensure as Creative Arts Therapists under Section 6507 of the amended Education Law must complete, as a condition of licensure, at least two clock hours of training in the identification and reporting of child abuse and maltreatment as a condition of licensure.

Program of Study leading to M.S. Degrees in Music Therapy

Music Therapy - M.S. for Students Admitted Not Holding a B.S. Degree in Music Therapy
New York State Registered Program Code: 32101
HEGIS Code: 1099.00 (Fine and Applied Arts, Other)
Molloy Program of Study Code: MSMUT

For students admitted without a Bachelor’s Degree in Music Therapy:
Total Credits Required: 60 credits

<table>
<thead>
<tr>
<th>Program Courses (60 credits required)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 5050 Music Therapy Foundations</td>
<td>3</td>
</tr>
<tr>
<td>MUS 5060 Music Therapy Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>MUS 5070 Psychopathology and Music Therapy</td>
<td>2</td>
</tr>
</tbody>
</table>

| MUS 5080 Clinical Practicum in Music Therapy I | 3 |
| MUS 5090 Clinical Practicum in Music Therapy II | 3 |
| MUS 5200 Internship I | 3 |
| MUS 5210 Internship II | 3 |
| MUS 5251 Clinical Piano Improvisation I | 2 |
| MUS 5252 Clinical Guitar Improvisation I | 1 |
| MUS 5261 Clinical Piano Improvisation II | 2 |
| MUS 5262 Clinical Guitar Improvisation II | 1 |
| MUS 5270 Culturally Informed Music Therapy | 3 |

Complete one of the following (MUS 5280 or 5390) for 3 credits:

| MUS 5280 Introduction to Guided Imagery and Music | * |
| MUS 5390 Analytic Music Therapy | * |
| MUS 5290 Basic Theories of Psychotherapy and Their Relationship to Music Therapy | 3 |
| MUS 5310 Foundations of Music Therapy Groups | 3 |
| MUS 5320 Music and Medicine: Music Psychotherapy in Healthcare Communities | 3 |
| MUS 5330 Professional Ethics in Music Therapy | 3 |
| MUS 5340 Qualitative and Quantitative Research | 3 |
| MUS 5350 Advanced Clinical Supervision | 3 |
| MUS 5460 Vocal and Verbal Techniques in Music Therapy | 3 |
| MUS 5500 Thesis Topics | 1 |
| MUS 5510 Thesis Proposal | 1 |
| MUS 5520 Thesis Research | 2 |
| PSY 5050 Advanced Survey of Developmental Psychology | 3 |

Total Credits Required: 60

*Students with a Bachelor's Degree in Music Therapy may be granted equivalency for these courses up to 15 credits. A minimum of 48 credits will be required for the M.S. degree.

Music Therapy - M.S. for Students Admitted Holding a B.S. Degree in Music Therapy from Molloy
New York State Registered Program Code: 32101
HEGIS Code: 1099.00 (Fine and Applied Arts, Other)
Molloy Program of Study Code: MSMUD (Dual BS/MS & Second Degree)
For students admitted with a Bachelor’s Degree in Music Therapy:

**Total Credits Required: 48 credits**

<table>
<thead>
<tr>
<th>Program Courses (48 credits required):</th>
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<tbody>
<tr>
<td>MUS 5070 Psychopathology and Music Therapy</td>
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</tr>
<tr>
<td>MUS 5210 Internship II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 5261 Clinical Piano Improvisation II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 5262 Clinical Guitar Improvisation II</td>
<td>1</td>
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</tbody>
</table>

Complete one of the following (MUS 5270 or 5470) for 3 credits:

- MUS 5270 Culturally Informed Music Therapy *
- MUS 5470 Advanced Music Therapy Clinical Practicum *

Complete one of the following (MUS 5280 or 5390) for 3 credits:

- MUS 5280 Introduction to Guided Imagery and Music *
- MUS 5390 Analytic Music Therapy *

**Total Credits Required: 48**

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**Music Therapy - M.S. for Students Admitted Holding a B.S. Degree in Music Therapy from Outside Molloy**

New York State Registered Program Code: 32101
HEGIS Code: 1099.00 {Fine and Applied Arts, Other}
Molloy Program of Study Code: MSMUB (New MS students holding a BS in Music Therapy from outside Molloy)

For students admitted with a Bachelor’s Degree in Music Therapy:

**Total Credits Required: 48 credits**

<table>
<thead>
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<th>Program Courses (48 credits required):</th>
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<tbody>
<tr>
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<td>2</td>
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</tr>
<tr>
<td>MUS 5261 Clinical Piano Improvisation II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 5262 Clinical Guitar Improvisation II</td>
<td>1</td>
</tr>
</tbody>
</table>

Complete one of the following (MUS 5270 or 5470) for 3 credits:

- MUS 5270 Culturally Informed Music Therapy *
- MUS 5470 Advanced Music Therapy Clinical Practicum *

Complete one of the following (MUS 5280 or 5390) for 3 credits:

- MUS 5280 Introduction to Guided Imagery and Music *
- MUS 5390 Analytic Music Therapy *
MUS 5290  Basic Theories of Psychotherapy and Their Relationship to Music Therapy  3
MUS 5310  Foundations of Music Therapy Groups  3
MUS 5320  Music and Medicine: Music Psychotherapy in Healthcare Communities  3
MUS 5330  Professional Ethics in Music Therapy  3
MUS 5340  Qualitative and Quantitative Research  3
MUS 5350  Advanced Clinical Supervision  3
MUS 5460  Vocal and Verbal Techniques in Music Therapy  3
MUS 5500  Thesis Topics  1
MUS 5520  Thesis Research  2
PSY 5050  Advanced Survey of Developmental Psychology  3

**Music Therapy Electives (6 credits):**  6
MUS 5251  Clinical Piano Improvisation I  *
MUS 5252  Clinical Guitar Improvisation I  *
MUS 5280***  Introduction to Guided Imagery and Music (***May take as Elective if not taken as Program requirement with advisor approval)  *
MUS 5360  Basic Theory and Practice of Guided Imagery and Music (GIM)  *
MUS 5370  Clinical Applications to Basic Guided Imagery and Music (GIM)  *
MUS 5380  Nordoff-Robbins Music Therapy  *
MUS 5390***  Analytical Music Therapy (***May take as Elective if not taken as Program requirement with advisor approval)  *
MUS 5420  Nordoff-Robbins Clinical Improvisation I  *
MUS 5430  Nordoff-Robbins Clinical Improvisation II  *
MUS 5440  Nordoff-Robbins Group Therapy and Practice I  *
MUS 5450  Nordoff-Robbins Group Therapy and Practice II  *

**Total Credits Required:**  48

Students with a Bachelor's Degree in Music Therapy may be granted equivalency for these courses and therefore need 48 credits for the M.S. program.

MUS 5050  Music Therapy Foundations  3
MUS 5060  Music Therapy Treatment Planning  3
MUS 5080  Clinical Practicum in Music Therapy I  3
MUS 5090  Clinical Practicum in Music Therapy II  3
MUS 5200  Internship I  3
### Graduate Music Therapy Course Descriptions

**MUS 5050 MUSIC THERAPY FOUNDATIONS**  
(formerly MUS 505)  
An in-depth survey of the music therapy discipline and profession. The history of the profession, educational and training requirements in the field and major theories and models of music therapy will be addressed. Music therapy client populations will be discussed, as well as the music therapy process and an introduction to music therapy research. Course includes fifty hours of observation of music therapy sessions. 3 credits

**MUS 5060 MUSIC THERAPY TREATMENT PLANNING**  
(formerly MUS 506)  
An in-depth examination of music therapy assessment, planning, implementation and evaluation. Various methods and models will be explored and applied across different client populations. Students will explore case examples, plan and implement simulated music therapy assessments and develop resources for future use. Students who successfully pass a pre-clinical practicum jury and professional dispositions will co-register for MUS 508/5080. Students who do not pass the jury and/or dispositions will complete fifty hours of music therapy observation. 3 credits

**MUS 5070 PSYCHOPATHOLOGY AND MUSIC THERAPY**  
(formerly PSY 541, MUS 507 for 3 credits)  
Students will examine contemporary theories and research on classification, etiology, and treatment of mental and behavioral disorders. Students will review the theory of scientific classification and the basis of DSM-V assessment classification. Music therapy case studies will be reviewed and presented to enhance student’s understanding of psychopathology and the impact of mental disorders on individuals involved in various types of treatment. Current trends in music therapy treatment will be discussed. 2 credits

**MUS 5080 CLINICAL PRACTICUM IN MUSIC THERAPY I**  
(formerly MUS 508)  
A one hundred twenty-five (125) hour supervised music therapy practicum experience with children. Students will develop the necessary clinical and musical skills for leading music therapy sessions, as well as refining observation and documentation skills. Course includes a weekly seminar. Fee-$155.00. 3 credits

**MUS 5090 CLINICAL PRACTICUM IN MUSIC THERAPY II**  
(formerly MUS 509)  
A one hundred twenty-five (125) hour supervised music therapy practicum experience with adults. Students will develop the necessary clinical and musical skills for leading music therapy sessions, as well as refining observation and documentation skills. Course includes a weekly seminar. Fee-$155.00. 3 credits

**MUS 5200 INTERNSHIP I**  
(formerly MUS 520)  
Development of clinical skills and methods of treatment through extensive observation and experience with clients under supervision of experienced clinician. Requires 400 hours of supervised clinical practice and a weekly seminar at college. Fee-$155.00. 3 credits

**MUS 5210 INTERNSHIP II**  
(formerly MUS 521)  
Advanced development of clinical skills in the music therapy field. Requires 500 hours of fieldwork and on-going supervision from the professor. Student will lead individual and group music therapy sessions, write assessment and goal plans and complete a weekly internship log. Fee-$155.00. 3 credits

**MUS 5251 CLINICAL PIANO IMPROVISATION I**  
(formerly MUS 525A)  
Course will provide techniques for developing vocal, piano and percussive improvisations and their application to clinical situations. Students will explore a variety of modes, styles and scales. Case studies will be provided to support study of clinical improvisation techniques and philosophy. Fee-$103.00. 2 credits

**MUS 5252 CLINICAL GUITAR IMPROVISATION I**  
(formerly MUS 525B)  
This course is a continuation of MUS 5252. It will focus on implementation of various models of improvisational music therapy to clinical settings. Continued expansion of clinical guitar music skills. Clinical composition and role playing will enable students to focus on skill-building and developing clinical awareness. No Fee. 1 credit

**MUS 5261 CLINICAL PIANO IMPROVISATION II**  
(formerly MUS 526A)  
Course will provide students with piano skills needed to implement various models of improvisational music therapy to clinical settings. Course will include application of musical resources, such as modes, idioms, styles, scales and various musical forms into clinical scenarios. Techniques such as clinical composition and role-playing will enable students to engage in an experiential learning process focused on skill building, clinical awareness, developing emotional empathy and personal growth. Fee-$103.00. 2 credits

**MUS 5262 CLINICAL GUITAR IMPROVISATION II**  
(formerly MUS 526B)  
This course is a continuation of MUS 5262. It will focus on implementation of various models of improvisational music therapy to clinical settings. Continued expansion of clinical guitar music skills. Clinical composition and role playing will enable students to focus on skill-building and developing clinical awareness. No Fee. 1 credit
MUS 5270 CULTURALLY INFORMED MUSIC THERAPY
(formerly MUS 527; Survey of World Music)
Students will explore music from a variety of cultures and continents such as Asia, Africa, West Indies, North America and South America. Students will learn about musical styles and native instruments. Scales, idioms and styles of music will be studied in-depth. Students will develop competent cross-cultural therapy skills. 3 credits

MUS 5280 INTRODUCTION TO GUIDED IMAGERY AND MUSIC
(formerly MUS 528)
Course will explore historical origins of Guided Imagery and Music (GIM) as well as contemporary developments. Students will participate in experiential component, review literature and related musical excerpts. 3 credits

MUS 5290 BASIC THEORIES OF PSYCHOTHERAPY AND THEIR RELATIONSHIP TO MUSIC THERAPY
(formerly MUS 529)
Course will survey psycho-therapeutic theories from the following frameworks: Behavioral, Psychoanalytical, Humanistic, Existential and Transpersonal. These theories will be discussed in relation to current music therapy practice. Related literature will be shared from the afore-mentioned models and from music therapy case studies and theoretical texts. 3 credits

MUS 5310 FOUNDATIONS OF MUSIC THERAPY GROUPS
(formerly MUS 531)
Survey of music therapy groups based upon behavioral, psychoanalytic, humanistic, existential and Gestalt models of psychotherapy. Students will participate in experiential “mock” music therapy groups reflecting different models and approaches. 3 credits

MUS 5320 MUSIC AND MEDICINE: MUSIC PSYCHOTHERAPY IN HEALTHCARE COMMUNITIES
(formerly MUS 532)
This course will teach the several approaches and models of music therapy in medicine. A variety of techniques and applications will be presented. The application of music in meeting the mental, physical and spiritual influences of wellness and illness will be addressed through reading, writing, video and hands-on experiences. 3 credits

MUS 5330 PROFESSIONAL ETHICS IN MUSIC THERAPY
(formerly MUS 533)
A review of ethical standards of practice set forth by the American Music Therapy Association. Course will also include review of laws regarding treatment of human subjects in psychotherapy, institutional review board guidelines, as well as discussion regarding informed consent, confidentiality, FERPA and HIPPA regulations. 3 credits

MUS 5340 QUALITATIVE AND QUANTITATIVE RESEARCH
(formerly MUS 534)
Course will describe principles and theories of quantitative and qualitative research methods and survey past and current music therapy research. Students will have opportunities to develop a topic, design studies and practice methods. Students will study a variety of types of quantitative and qualitative research, such as experimental research, survey research, naturalistic inquiry and phenomenological inquiry. 3 credits

MUS 5350 ADVANCED CLINICAL SUPERVISION
(formerly MUS 535)
Students will be introduced to various models of supervision. Role plays and review of current literature and practices will be incorporated to prepare students to supervise others. Music therapy teaching techniques will also be introduced. 3 credits

MUS 5360 BASIC THEORY AND PRACTICE OF GUIDED IMAGERY AND MUSIC (GIM)
(formerly MUS 536)
Course will concentrate on the dynamics of a first guided imagery and music session. Session components will be analyzed for psychological, educational, screening, diagnostic and evaluation purposes. 3 credits

MUS 5370 CLINICAL APPLICATIONS TO BASIC GUIDED IMAGERY AND MUSIC (GIM)
(formerly MUS 537)
Course will continue to examine the dynamics of initial sessions with particular emphasis on the function of the music and case material in the planning and implementation of techniques. Music psychotherapy relationships and processes will be explored through didactic and experiential components. 3 credits

MUS 5380 NORDOFF-ROBBINS MUSIC THERAPY
(formerly MUS 538)
Foundations of the practice of Nordoff-Robbins music therapy will be explored through in-depth study of archival and contemporary studies via audiotape, videotape, DVD and the literature. Particular emphasis on the use of music as the primary agent for change in promoting well-being and growth in delineated goal areas. Clinical musicianship and the Nordoff-Robbins training model will be reviewed. 3 credits

MUS 5390 ANALYTICAL MUSIC THERAPY
(formerly MUS 539)
An examination of psycho-dynamic and psychoanalytical concepts and theories and their relationship to music therapy practice as defined by Mary Priestley. Course will describe evolution of Analytical Music Therapy, training practices and current clinical research studies. 3 credits

MUS 5420 NORDOFF-ROBBINS CLINICAL IMPROVISATION I
(formerly MUS 542)
This course focuses on the development of musical resources through study of styles, idioms, and scales. Students will study a variety of idioms, styles. Goals include developing
improvisational skills in order to increase responsiveness to individuals in therapy. Specific emphasis will be placed on clinical application of music. Contemporary and archival studies will be shared to support clinical themes and provide examples of musical styles and techniques utilized in sessions. 1 credit

MUS 5430 NORDOFF-ROBBINS CLINICAL IMPROVISATION II
(formerly MUS 543)
This course continues to focus on further development of musical resources through study of styles, idioms, and scales. Trainees will learn additional idioms, styles. Goals include developing improvisational skills in order to increase responsiveness to individuals in therapy. Specific emphasis will be placed on clinical application of music. Contemporary and archival studies will be shared to support clinical themes and provide examples of musical styles and techniques utilized in sessions. 1 credit

MUS 5440 NORDOFF-ROBBINS GROUP THEORY AND PRACTICE I
(formerly MUS 544)
Course will focus on development of group work, through improvisation and pre-composed music from the literature. Trainees will study group development, goals of group work, and explore group process issues. Techniques regarding improvising songs for groups, teamwork in groups, using pre-composed songs and larger works. In addition, trainees will compose and/or arrange musical material for groups that are currently seeing. Group work supervision will also be provided in this course. 2 credits

MUS 5450 NORDOFF-ROBBINS GROUP THEORY AND PRACTICE II
(formerly MUS 545)
Course will continue to focus on development of group work, through improvisation and pre-composed music from the literature. Trainees will study group development, goals of group work, and explore group process issues. Techniques regarding improvising songs for groups, teamwork in groups, using pre-composed songs and larger works. In addition, trainees will compose and/or arrange musical material for groups that they are currently seeing. Group work supervision will continue to be provided on an ongoing basis in this course. 2 credits

MUS 5460 VOCAL AND VERBAL TECHNIQUES IN MUSIC THERAPY
(formerly MUS 546)
This course will provide vocal improvisation techniques and their application to clinical situations. Students will explore a variety of scales, modes, idioms in a capella as well as accompanied musical improvisations. Music-centered practice will be emphasized in the development of vocal skills and application to treatment planning. Students will develop a variety of verbal technique skills relevant to music psychotherapy practice. Maintaining vocal health will be addressed. 3 credits

MUS 5470 ADVANCED MUSIC THERAPY CLINICAL PRACTICUM
(formerly MUS 547)
This course will enable students to apply advanced music psychotherapy skills and concepts to clinical practice. Clinical work will be supervised by licensed clinical practitioners. Prerequisites: MUS 520 and MUS 521. Fee-$155. 3 credits

MUS 5500 THESIS TOPICS
(formerly MUS 550)
This course is designed to help Master’s students to prepare their topics for their final thesis. Students will explore thesis topics, develop research questions, begin to search music therapy literature and explore research designs. Students will develop a proposal for their thesis topic. 1 credit

MUS 5510 THESIS PROPOSAL
(formerly MUS 551)
Student will work with faculty advisor to complete thesis proposal prior to conducting research and writing thesis. Course will focus on helping student refine thesis topic, develop suitable methodology, and complete all applications for Institutional Review Board, if necessary. 1 credit

MUS 5520 THESIS RESEARCH
(formerly MUS 552)
Students will conduct research following method outlined in thesis proposal. Final document will include survey of past and current literature related to topic. Student will demonstrate advanced understanding in particular areas of interest. Student must obtain approval from Institutional Research Board(s), if applicable. Final thesis will follow thesis style guide and be subject to approval from thesis advisor, thesis committee member and Director of Graduate Music Therapy. 2 credits

MUS 5591, 5912, 5913 INDEPENDENT STUDY
(formerly MUS 591)
This course is made available to students when it’s determined a specific academic need exists for directed learning necessary for the fulfillment of the degree requirements or for needed preparation in the field of music therapy. Depending on the goal of the course, it would be designed to have directed readings, research, discussion and study of a problem under guidance of a member of the department teaching in the Graduate Program. Approval of instructor and Graduate Program Director required. 1, 2, 3 credits

PSY 5050 ADVANCED SURVEY OF DEVELOPMENTAL PSYCHOLOGY
(formerly MUS 505, PSY 505)
A survey course related to research in developmental psychology field. Studies will be presented related to growth and development through the lifespan. Theoretical models will be examined in the literature with particular emphasis on specific cultural, social and historical contexts. 3 credits
Along with the department faculty and staff, I am pleased to welcome you to the Master of Science Program in Speech-Language Pathology at Molloy College.

In choosing to study human communication and its disorders, you have chosen an exciting and rewarding field. In choosing Molloy, you have chosen a comprehensive, yet dynamic program designed to graduate competent and caring clinicians adept at integrating theory and practice. Our graduates are well prepared to join the community of professionals providing services to a diverse population.

The philosophy of the Molloy College Communication Sciences and Disorders Department is to encourage a student-centered learning environment. This unique feature of our program focuses on each individual student’s needs, abilities and interests, with the professor acting as catalyst. Each student is charged with being an active learner in the academic experience. Our small class sizes and individualized clinical placements, provide for a rich learning experience within a small and caring community environment.

The diverse research interests and areas of expertise of our faculty members provide students with many opportunities. Since our faculty are both scholars and clinicians, as well as your teachers, they often invite students to be involved in their research, present at conferences, participate in community outreach activities and participate in diverse clinical experiences. Additionally, they are more than pleased to foster any research interests and projects students may suggest. Creativity, new ideas and hard work towards personal goals are welcomed and encouraged.

Graduate students are invited to become members of the Molloy College Chapter of the National Student Speech-Language Hearing Association (NSSLHA). Participation in NSSLHA will facilitate your personal and professional growth by exposing you to broad pre-professional experiences.

The Speech-Language Pathology Program cultivates a love for learning that will persist well beyond graduation day. As a student in the stimulating Molloy program, you will move beyond your comfort zone and think in new directions. As a graduate of our program, you will have received the preparation necessary to provide exemplary services to a diverse population of individuals, but you will also be motivated and capable of making a broad impact on the field in many other ways as well.

Most sincerely,

Susan Alimonti, M.A., M.Phil., CCC-SLP TSHH
Associate Dean and Director
Graduate Communication Sciences and Disorders
Speech-Language Pathology Program

C203 Casey Center
516.323.3517

Susan Alimonti, M.A., M.Phil., CCC-SLP, TSHH, Associate Dean and Director, Speech, Language Pathology Program

Associate Professors: Hia Datta, Nancy McGarr
Assistant Professors: Susan Alimonti, Diane Saulle, Sandra White
Adjunct Professor: Barbara T. Schmidt

Molloy College Speech, Language and Hearing Center
Director: Joanne Ascher
Clinical Coordinator: Jamie G. Morgan
Clinical Educators: Kristen Brelsford, Claire Conway, Elizabeth Delio, Kerin DeSena, Kristen Goldstein, Jessica Hsaine, Steve Langevin, Jamie G. Morgan, Fran Morr, Jessebell Reyes-Cocuzzo, Kara Siciliano, Stephanie Thomson

Accreditation

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

Orientation

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

Facilities

Molloy College has a variety of facilities available to the students in the program. The department operates the Molloy College Speech, Language and Hearing Center. This community-based center offers services to the public and is used to introduce the clinical students to the application of theoretical knowledge. The Speech Center is equipped with state-of-the-art instrumentation for evaluation and treatment, digital video recording for clinical instruction and a student work area for report writing and conferencing. Additionally, we offer class in a computer enhanced learning environment with dedicated, technologically advanced instructional facilities.

Mission Statement of Speech-Language Pathology Program

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

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

• Encourage critical thinking in a student centered learning environment
• Nourish scholarship and creativity
• Encourage excellent oral and written communication skills
• Incorporate technology in clinical teaching
• Foster knowledge of diverse populations.

Goals of the Speech-Language Pathology Program

General Program Objectives

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

Graduates of the program are expected to:

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

Admissions Requirements - Speech-Language Pathology Program

The requirements for admission to the program are:
• Completion of the GRE exam.
• A personal interview.
• Submit prerequisite coursework.

Prerequisite Coursework

In order to be considered for admission to the graduate program students must submit a transcript that verifies successful completion of required coursework.

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

Prerequisite courses must include the following:
• Three credits in biological sciences.
• Three credits in physical sciences.
• Three credits in statistics.
• Six credits in behavioral and/or social sciences.
• Twelve credits in basic communication processes, including at least one course in each of the following: anatomy and physiology, the physics of sound, language development, phonetics.
• Six credits of introductory courses in Speech-Language Pathology.
• Introductory courses in Audiology.

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

Progression through Speech-Language Pathology Program

The Master’s degree program is a full-time graduate program.

Advisement

Upon acceptance into the graduate program you must arrange for an appointment with the Associate Dean. At this mandatory meeting you and the Associate Dean will plan your program. The Associate Dean, or a designated faculty member, will meet with you once each semester in order to plan your program and discuss your academic success. Students are expected to attend full-time and complete their degree in two years, including the summers. Courses will be offered at a variety of times and students are expected to be available to take courses and engage in clinical practicum both in the evening and daytime. It is critical that students plan their program of study carefully in order to fulfill the program requirements and meet ASHA credentialing requirements.

Practicum Requirements

Observation: Each student is expected to complete at least 25 hours of observation prior to beginning clinical practicum. Undergraduate hours of observation fulfill this requirement with appropriate documentation and verification.

Practicum: Molloy College requires that the first 25 hours of clinical practicum be completed under the supervision of the faculty of the department. If a student has not had clinical practicum as an undergraduate they are required to complete their first 50 hours of clinical practicum under the supervision of the faculty of the department. Prior to, or simultaneous with, engagement in clinical practicum, ALL students are required to take a course in diagnostics.

Graduate students must enroll in at least two off-campus practicums. Each off-campus practicum requires completion of a minimum of 125-150 clock hours and will be a minimum of 12 weeks. Clinical practicum must be done at approved sites.

Specific Hour Requirements for Practicum:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation hours</td>
<td>25</td>
</tr>
<tr>
<td>Undergraduate practicum (maximum)</td>
<td>50</td>
</tr>
<tr>
<td>On campus practicum (minimum)</td>
<td>25</td>
</tr>
<tr>
<td>Off campus graduate practicum</td>
<td>300</td>
</tr>
<tr>
<td>Total Graduate Practicum in Speech-Language Pathology</td>
<td>400</td>
</tr>
</tbody>
</table>

Teacher Certification

Molloy College offers the coursework required for the TSSLD credential to students enrolled in the M.S. degree program.

The certificate, Teacher of Students with Speech and Language Disabilities (TSSLD), is required by New York State (NYS) for speech-language pathologists working with children receiving services funded by the Department of Education. Any student wishing to complete the requirements for the TSSLD should notify both the Associate Dean and the TSSLD coordinator, and should also complete the TSSLD Declaration during the fall of their first year. A Graduate Division Change of Program form must also be completed.
Speech-Language Pathology Certification

The Molloy College Master’s program prepares students with the necessary coursework and clinical experience for clinical certification by the Council for Clinical Certification (CFCC) of the American Speech-Language and Hearing Association (ASHA) as a speech-language pathologist. Students are required to file the necessary paperwork with ASHA following successful completion of the National Certification Examination.

New York State Licensure Requirements

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

Repeat and Grading Policy

A course in which the student receives a grade below “B-“ in the Speech-Language Pathology Program may be repeated once. The option to repeat a course may not be used more than two times. Students are permitted to repeat two courses, once each. A third grade that is not accepted for credit toward degree requirements will result in dismissal from the program. The lowest acceptable grade to meet course requirements for the Speech-Language Pathology program is “B-.” Refer to Academic Policies and Procedures for complete information on Grading and Repeats.

Graduation Requirements

To graduate, students must satisfy the following:

- GPA and grade requirements: Successful completion of coursework with a minimum of a 3.0 GPA. Students who receive more than two grades of “C+” or less may be asked to leave the program.
- Examination requirement: Students are required to pass a departmental comprehensive examination or complete the optional thesis work.
- Clinical Experience: All students must complete a minimum of 400 hours of clinical experience in order to graduate.

Thesis Option

Students may elect to complete a thesis in place of taking the comprehensive examination. The written policy pertaining to the option may be obtained from the Associate Dean in Speech-Language Pathology. Students opting to obtain a Thesis Option Agreement from the Associate Dean must submit the completed form no later than the Fall semester of the first year in the graduate program. Students electing to complete a thesis project will be assigned a faculty advisor for their project. Requirements for graduation will not be met until the thesis project is complete and a final thesis is submitted to and approved by the student’s assigned faculty advisor. Students who fail to meet the predetermined deadline for approval of the final thesis will alternatively take the comprehensive examination.

ASHA Skills Outcomes/Clinic Clock Hour Distribution

It is the student’s responsibility to keep careful records regarding progress toward meeting ASHA Certification requirements. Students should retain evidence of meeting requirements in their student portfolio. The Speech Center Director and the Associate Dean will review your credentials periodically to assess your program and faculty will “sign off” on completed requirements.

Curriculum Changes

The Speech-Language Pathology Program reserves the right to make necessary program alterations in response to changes in professional practice and/or the requirements for professional certification.

Program of Study Leading to a M.S. Degree in Speech-Language Pathology

SPEECH-LANGUAGE PATHOLOGY - M.S.

New York State Registered Program Code: 33133
HEGIS Code: 1220.0 (Speech Pathology and Audiology)
Molloy Program of Study Code: MSSLP

Total Credits Required: 56 credits

<table>
<thead>
<tr>
<th>Required Courses (56 credits required)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 5200 Seminar in Clinical Interventuon: Social and Cultural Diversity</td>
<td>2</td>
</tr>
<tr>
<td>SLP 5210 Seminar: Professional Ethics and Issues</td>
<td>2</td>
</tr>
<tr>
<td>SLP 5250 Advanced Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5260 Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5270 Diagnosis in Communication Disorders</td>
<td>2</td>
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<tr>
<td>SLP 5280 Neurological Bases of Communication</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5300 Audiology</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5310 Seminar: Clinical Instrumentation in Communication Disorders</td>
<td>1</td>
</tr>
<tr>
<td>SLP 5350 Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5360 Communication Modalities</td>
<td>2</td>
</tr>
<tr>
<td>SLP 5400 Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5410 Augmentative and Alternative Communication</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5450 Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5500 Research Methods in Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5700 Language Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5800 Speech and Phonological Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5820 Fluency</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5850 Acquired Neurogenic Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 5890 Psycholinguistic Models of Cognition and Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
Teacher of Students with Speech and Language Disabilities (TSSLD)

New York State Registered Program Code: 33133
HEGIS Code: 1220.0 {Speech Pathology and Audiology}
Molloy Program of Study Code: MSSLT

Molloy College offers the coursework required for the TSSLD credential to students enrolled in the MS degree program. The Initial/Professional teacher certification for Teacher of Students with Speech and Language Disabilities (TSSLD) is required by New York State (NYS) for speech-language pathologists working with children receiving services funded by the Department of Education.

Molloy students completing all listed TSSLD requirements will have the TSSLD certification noted as part of their program of study for the Speech-Language Pathology master’s degree on their college records.

**Requirements for TSSLD eligibility:**
- Successful completion of MS degree requirements in Speech-Language Pathology
- EDU 502 Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth-Grade 2, Childhood 1-6, Adolescents 7-12. (3 credits)
- SLP 537 Speech Language Pathology in the School Setting (1 credit)
- 150 clock hours of supervised practicum with students with speech and language disabilities

**In addition to coursework the following workshops are required:**
- Dignity for all Students Act
- Child Abuse Identification
- School Violence Intervention and Prevention
- Autism

**Student must successfully pass the following exam:**
- New York State Certification Exam Educating All Students Test (EAS)

**All candidates must have New York State fingerprint clearance.**
Speech-Language Pathology Course Descriptions

SLP 5200 SEMINAR IN CLINICAL INTERVENTION: CULTURAL DIVERSITY  
(formerly SLP 520)
The relationship between communication, culture and effective clinical intervention will be discussed within the context of client-clinician interaction, the clinical process and clinical vocabulary. A family-centered approach to effective intervention will be emphasized. 2 credits

SLP 5210 SEMINAR: PROFESSIONAL ISSUES AND ETHICS  
(formerly SLP 521)
This seminar will allow students to explore issues relevant to the current practice of Speech-Language Pathology. Professional commitment, ethics, credentialing, scope of practice and legislation will be discussed. 2 credits

SLP 5250 ADVANCED ANATOMY AND PHYSIOLOGY  
(formerly SLP 525)
The anatomy and physiology of the speech mechanism will be studied. Emphasis will be on the physiological aspects of speech production and the manner in which disease may influence speech production. 3 credits

SLP 5260 VOICE DISORDERS  
(formerly SLP 526)
This course will review the anatomy and physiology of voice and voice production and examine the classification, etiology, evaluation and therapeutic management of voice disorders across the life span, including alaryngeal rehabilitation. Prerequisite: SLP 5250. 3 credits

SLP 5270 DIAGNOSIS IN COMMUNICATION DISORDERS  
(formerly SLP 527)
Psychometric principles and practices in the assessment of populations with communication impairments will be studied. Content will include assessment of diverse populations (e.g. non-verbal, culturally diverse, preschool and school-aged children, and adults). Diagnostic principles and procedures including interviewing, testing, and report writing are emphasized. Clinical practicum in assessment should be taken simultaneously or following this course. Prerequisite: completion of 25 observation hours. Fee—$155.00 2 credits

SLP 5280 NEUROLOGICAL BASES OF COMMUNICATION  
(formerly SLP 528)
This course is designed to examine the neuroanatomy, its physiology and the pathology of speech/language/hearing disorders. 3 credits

SLP 5300 AUDIOLOGY  
(formerly SLP 530)
Disorders of hearing and hearing assessment will be examined. Students are required to participate in pure tone testing, speech audiometry and tympanometry. Evaluation of test results, as well as types and causes of hearing problems will be discussed. 3 credits

SLP 5310 SEMINAR: CLINICAL INSTRUMENTATION IN COMMUNICATION DISORDERS  
(formerly SLP 531)
This course will explore the various ways in which clinical instrumentation can facilitate evaluation and intervention of communicative impairments. Students will be expected to demonstrate the ability to use instrumentation during intervention. Fee—$78.00 1 credit

SLP 5350 AURAL REHABILITATION  
(formerly SLP 535)
This course will examine hearing impairments and the issues surrounding intervention by a speech-language pathologist with adults and children. Current research in aural-oral rehabilitation will be reviewed and students will examine the use of amplification, auditory training, speech-reading, speech and language intervention and assistive listening devices. 3 credits

SLP 5360 COMMUNICATION MODALITIES  
(formerly SLP 536)
Students will study the various communicative modalities that can be used with the deaf and populations who are unable to use spoken language. This overview course will expose students to American Sign Language, signed American English, Cued Speech and Total Communication. 2 credits

SLP 5370 SPEECH LANGUAGE-PATHOLOGY IN THE SCHOOL SETTING  
(formerly SLP 537)
This course is designed to examine the organization, management, methods and materials for conducting speech, language and hearing services in the preschool, elementary and secondary school setting. Course will include curriculum incorporation (including math, writing and literacy), instructional planning in designing and administering differentiated instruction that enhances the learning of all students while collaborating with general education teachers, special instruction teachers and other professionals. 1 credit

SLP 5400 MOTOR SPEECH DISORDERS  
(formerly SLP 540)
This course will review the anatomical and physiological requisites of speech production. Motor deficits resulting in feeding problems, dysphagia, apraxia and dysarthria will be discussed. Prerequisite: SLP 525/5250. 3 credits
SLP 5410 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION  
(formerly SLP 541)  
This course will familiarize graduate students with a variety of methods for augmenting spoken communication. Electronic devices used for providing an alternate means of communication to individuals will also be introduced. Issues regarding communication and quality of life will be discussed. Fee—$232.00 3 credits

SLP 5450 DYSPHAGIA  
(formerly SLP 545)  
This course will present the anatomy and physiology of normal and disordered oral feeding and swallowing throughout the life-span. Emphasis will be on physical, cognitive and behavioral issues related to the etiology, diagnosis and treatment of dysphagia. Current research in the evaluation and treatment of oral feeding and swallowing disorders in a variety of professional settings will be discussed. Instrumental assessment including modified barium swallow studies and flexible endoscopic evaluation of swallowing will be introduced. Issues regarding the impact of feeding and swallowing disorders on quality of life will be discussed. 3 credits

SLP 5500 RESEARCH METHODS IN COMMUNICATION DISORDERS  
(formerly SLP 550)  
Methods of research in communication disorders will be examined. Students will critically review current research and prepare a proposal for an independent research project. 3 credits

SLP 5700 LANGUAGE DISORDERS IN CHILDREN  
(formerly SLP 570)  
This course is designed to examine the etiology, assessment and treatment of language impairments in children. A review of the theories of language development will be done. Special emphasis will be placed on family centered intervention. Field experience may be required. 3 credits

SLP 5800 SPEECH AND PHONOLOGICAL DISORDERS IN CHILDREN  
(formerly SLP 580)  
This course will explore the etiology, assessment, and treatment of articularatory and phonological disorders in children. Field experience may be required. 3 credits

SLP 5820 FLUENCY  
(formerly SLP 582)  
This course provides a comprehensive study of fluency and fluency disorders. The course is designed to examine theories of dysfluency, development of normal speech fluency, fluency disorders and an overview of methods of intervention. 3 credits

SLP 5850 ACQUIRED NEUROGENIC DISORDERS  
(formerly SLP 585)  
This course will examine acquired neurogenic disorders including Broca’s aphasia, Wernicke’s aphasia, transcortical sensory aphasia, transcortical motor aphasia, conduction aphasia, alexia and agraphia. Recent research and treatment techniques will be discussed. Case studies will be presented emphasizing the etiology, assessment and treatment of language impairments in adults. Field experience may be required. Prerequisite or Corequisite: SLP 528/5280 or equivalent. 3 credits

SLP 5890 PSYCHOLINGUISTIC MODELS OF COGNITION AND COMMUNICATION  
(formerly SLP 589)  
Students will explore the psycholinguistic models used to understand cognition and the relation of those models to written and spoken communication. 3 credits

SLP 5900 CLINICAL PRACTICUM IN ASSESSMENT  
(formerly SLP 590)  
This supervised clinical practicum offers graduate students hands-on experience in screening and evaluation of children and adults with communication disorders. Prerequisite: 25 observation hours. 1 credit

SLP 5910 CLINICAL PRACTICUM I  
(formerly SLP 592)  
This practicum course is designed to provide instruction and practical experience in diagnostic and therapeutic approaches to communication impairments in children, youth or adults. Prerequisite: 25 observation hours. Recommended: SLP 590/5900. Fee—$155.00 2 credits

SLP 5911 CLINICAL PRACTICUM II  
(formerly SLP 593)  
This practicum course is designed to provide instruction and experience in diagnostic and therapeutic approaches to communication impairments in children and youth. This practicum may take place in an educational setting or in an external facility that serves children. Prerequisite: SLP 592/5910. Fee—$78.00 1 credit

SLP 5912 CLINICAL PRACTICUM III  
(formerly SLP 595)  
This practicum course is designed to provide instruction and practical experience in diagnostic and therapeutic approaches to communication impairments in children, youths or adults served in a health related setting. Recommended Prerequisite: SLP 593/5911. Fee—$78.00 1 credit

SLP 5913 CLINICAL PRACTICUM IV  
(formerly SLP 596)  
This clinical practicum course is designed to provide instruction and practical experience in diagnostic and therapeutic approaches to individuals with impairments within the speech-language pathologist’s scope of practice serving varied groups across the lifespan. This course may be taken as an extra externship, however, it is not counted or required for the program of study. Prerequisites: SLP 592/5910, SLP 593/5911, SLP 595/5912 and approval of the Associate Dean of Speech-Language Pathology. Fee—$78.00 1 credit
The mission of the Fordham University Graduate School of Social Service is to educate students to promote human rights and social justice. The School strives to improve the well-being of people and communities through teaching culturally responsive, evidence-informed practice and engaging in research, policy advocacy and community partnership.

The School's commitment to excellence in education and scholarship is built on professional social work values and the Jesuit educational tradition with its focus on social justice.

Located in the greater New York City metropolitan region, the School prepares social work professionals and instills in its students a commitment to the profession while helping them build the competencies necessary for them to effectively serve diverse populations.

Admissions Requirements - MSW Programs

- Applications may be submitted online to the Fordham University School of Social Service Office of Admissions, Lincoln Center. The application may be completed online at www.fordham.edu/gss.
- Applicants must have earned the baccalaureate degree, with liberal art content, from a regionally accredited college. It is expected that an undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale will have been achieved. Since an applicant may have had a successful experience in social work practice, or may have demonstrated a capacity for graduate work by virtue of study in other areas related to social work, the GPA is reviewed within the context of the total application.

The following forms and supporting materials are required:
- The online application.

- A personal statement (An outline is provided for the statement).
- Transcripts from all undergraduate and graduate schools attended. Undergraduate transcripts that total fewer than 20 credits are not required.
- Resume.
- One letter of reference. This reference can represent a number of areas of interest for the applicant. Some examples of qualified references would be employers, community leaders, teachers or supervisors of volunteer activities. This reference is submitted online.
- A $60 application fee.

Tips for Application to FUGSS at Molloy College

- Contact the Fordham/Molloy Graduate Social Work Program Director on the Molloy Campus 516.323.3884 to arrange an initial meeting regarding the application process.
- Flexible plans of study
- Classes at suburban Molloy Campus, Lincoln Center or online.

Exceptions to the Basic Requirements

- Applicants with a B.S.W. degree from Molloy College may apply for advanced standing. These applicants must submit a copy of their interim or final fieldwork evaluation of their undergraduate social work internship.
- Applicants applying for status as transfer students must submit a copy of their final fieldwork evaluation for their foundation internship in their accredited M.S.W. program at another school. Additionally, one of the applicant's letters of recommendation must be from the faculty advisor, and should include a review of the applicant’s academic and field achievements, as well as specific recommendation for continuing M.S.W. studies at another institution.
- Applicants for the Experienced and Employed Social Service Practitioner program will receive a form for their employers to complete in making the commitment to the EESSP placement arrangements.

Note: Each application will be reviewed by Fordham’s Admissions Committee when all required materials have been received and the applicant will be notified as to the decision of the committee.

The MSW degree is granted by Fordham University (in compliance with the accreditation standards of CSWE, Middle States Commission on Higher Education, NY State Department of Education).

Programs of Study for MSW Program

The Fordham University Graduate School of Social Service Collaborative Program with Molloy College on Long Island is now
offering a Hybrid MSW Option. The traditional Fordham/Molloy Program has been offering face-to-face classes at both Molloy College and Fordham’s Lincoln Center campuses for over 16 years.

The Fordham/Molloy Hybrid MSW Option offers face-to-face classes at Molloy College, while the remainder of the courses can be taken in the Online MSW Option. Long Island students can now earn a Fordham MSW degree without the need to commute into Manhattan. While the traditional two campus model will continue to exist, this hybrid option enables more Long Islanders to obtain a Fordham University MSW degree. Full-time, part-time and Advanced Standing plans of study with both fall and spring start dates are offered.

The school attempts, without departing from the standards that must be met, to provide a sound professional education to assist the student in attaining the degree despite work or family obligations that may limit the time available to pursue educational goals. Students may attend the program full-time over two academic years or extend their studies and complete the program in three or four years. Students are encouraged to consider the demands of family and career before selecting a plan of study.

With two exceptions, the minimum time required to secure the degree is two years and the maximum is four years after admission. The two exceptions are: (1) for selected persons who have a bachelor’s degree in social work from a school accredited by the Council on Social Work Education and who may be admitted to the one year Advanced Standing program, and (2) for persons who have completed their foundation requirements at another accredited school of social work. For more information, visit www.fordham.edu/gss.

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Susanna Stickley
B.A., New York University; M.A., Ritsumeiken, Kyoto, Japan; M.A., American University

WEB APPLICATION DEVELOPER
TBA

WEB CONTENT MANAGER
Anthony Vela
A.A.S., Farmingdale State College; B.F.A., New York Institute of Technology

SOCIAL MEDIA MANAGER
Hannah Werthan
B.A., Wake Forest University; M.S., New York University

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SENIOR DIRECTOR OF STRATEGIC AND DIGITAL COMMUNICATIONS
Susanna Stickley
B.A., New York University; M.A., Ritsumeiken, Kyoto, Japan; M.A., American University

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TBA

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A.A.S., Farmingdale State College; B.F.A., New York Institute of Technology

SOCIAL MEDIA MANAGER
Hannah Werthan
B.A., Wake Forest University; M.S., New York University

DIRECTOR OF FACULTY PROFESSIONAL CENTER
Maureen M. Sanz
PROFESSOR OF BIOLOGY
B.A., Skidmore College; M.S., Ph.D., Fordham University

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Amy J. Gaimaro
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

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b.s., m.a., new york university; ph.d., fordham university

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assistant professor of communication sciences and disorders
b.s., suny at cortland; m.a., liu post; m. phil., the graduate center, cuny

teresa c. aprigliano
associate dean and director, rn / dual degree programs
professor of nursing
a.a.s., pace university; b.s., m.s., adelphi university; ed.d., university of sarasota

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b.s., m.s., molloy college; anp, suny at stony brook; ph.d., touro university international

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b.a., marymount college; m.a., new york university

john carpente
founder, executive director, rebecca center for music therapy at molloy college
associate professor of music therapy
b.a., molloy college; m.a., new york university; ph.d., temple university

marcia caton
professor of nursing
m.s., hunter college, cuny; ph.d., new york university

nicolette a. ceo
assistant professor of nursing
b.s., hunter college, cuny; m.s., new york university; m.s., liu post

audra cerruto
associate dean and director, graduate programs in education
assistant professor of education
b.a., skidmore college; ed.m., ph.d., teachers college, columbia university

christine cervini
assistant professor of nursing
b.s., molloy college; m.s., hunter college; dnp, george washington university

michelle chamblin
professor of education
b.s., the graduate center, cuny; m.a., ed.m., ed.d., columbia university

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professor of business
b.b.a., baruch college, cuny; m.b.a., st. john’s university; ph.d., new york university

audrey f. cohan
professor of education
b.a., brooklyn college, cuny; m.a., new york university; ed.d., hofstra university

elizabeth cotter
associate professor of nursing
b.s., m.s., molloy college; ph.d., cappella university

madeline craig
associate professor of nursing
b.a., adelphi university; m.a., new york university; ph.d., columbia university

meritta b. cullinan
professor of sociology
b.a., ohio dominican college; m.a., new school for social research; ph.d., fordham university

bernaDETTE D. Curry
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Professor of nursing
b.s., Niagara University; m.s., ph.d., SUNY at Buffalo

Peter d’antonio
Associate professor of business
b.a., princeton university; m.a., ph.d., university of pennsylvania

Hia datta
Undergraduate program director
Associate professor of Communication sciences and disorders
b.s., m.s., all India institute of speech and hearing of Mysore; ph.d., the graduate center, cuny

Maria dove
Professor of education
b.a., queens college, cuny; m.a., hunter college, cuny; ed.d., st. John’s university

Donna Driscoll
Professor of nursing
b.s., molloy college; m.s., SUNY at stony brook; ph.d., touro university international

Patricia eckardt
Associate 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., ph.d., fordham university
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ASSOCIATE PROFESSOR OF NURSING
B.S., St. Francis College, Brooklyn; M. Phil., Ph.D., The Graduate Center, CUNY

MARIAS. ESPOSITO
ASSISTANT PROFESSOR OF EDUCATION
B.A., Molloy College; M.A., New York University; Ed.D., Dowling College

JOHN A. ETENNO
ASSOCIATE DEAN AND DIRECTOR, GRADUATE PROGRAM IN CRIMINAL JUSTICE
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A. NICHOLAS FARGNOLI
PROFESSOR OF THEOLOGY, 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 D. FEEG
ASSOCIATE DEAN AND DIRECTOR, NURSING DOCTORAL PROGRAM
PROFESSOR OF NURSING
B.S.N., Villanova University; M.A., New York University; Ph.D., Pennsylvania State University

MELISSA GEBBIA
DEPARTMENT CHAIRPERSON
PROFESSOR OF PSYCHOLOGY AND EDUCATION
B.A., Adelphi University; M.S., Baruch College, CUNY; 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
ASSOCIATE PROFESSOR OF NURSING
B.S., Pace University; M.S., SUNY at Stony Brook; DNP, Simmons College

VICKY GIOUROUKAKIS
PROFESSOR OF EDUCATION
B.A., New York University; M.A., Columbia University; M.S., Ph.D., University of Pennsylvania

ROBERT GOCH
ASSISTANT PROFESSOR OF BUSINESS
B.A., J.D., Ph.D., SUNY at Buffalo

DEBRA R. HANNA
PROFESSOR OF NURSING
B.A., University of Minnesota; B.S.N., Columbia University; M.S.N., Lehman College; Ph.D., Boston College

PATRICIA HINDS-MASON
ASSOCIATE PROFESSOR OF EDUCATION
B.A., Hunter College, CUNY; M.S., Queens College, CUNY; Ed.D., Hofstra University

NONA HOLMES
ASSISTANT PROFESSOR OF NURSING
B.S., M.S., SUNY at Stony Brook; DNP, University of Tennessee

ANDREA HONIGSFELD
ASSOCIATE DEAN AND DIRECTOR, DOCTORAL PROGRAM IN EDUCATION
PROFESSOR OF EDUCATION
B.A., Kossuth Lajos University; M.S., Queens College, CUNY; Ed.D., St. John’s University

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, CUNY; Ph.D., The Graduate Center, CUNY

DENISEE KENNEDY-KOLLAR
DEPARTMENT CHAIRPERSON
ASSOCIATE PROFESSOR OF CRIMINAL JUSTICE
B.A., SUNY at Stony Brook; M.A., John Jay College of Criminal Justice, CUNY; Ph.D., The Graduate Center, CUNY

STEVEN KENT
ASSISTANT PROFESSOR OF BUSINESS
B.A., SUNY at Stony Brook; M.B.A., New York University, C.F.A.

LAURA B. KESTEMBERG
ASSOCIATE DEAN, CHAIRPERSON AND DIRECTOR, CLINICAL MENTAL HEALTH COUNSELING PROGRAM
ASSOCIATE PROFESSOR OF PSYCHOLOGY / CLINICAL MENTAL HEALTH COUNSELING
B.A., Haverford College; M.A., Ph.D., Adelphi University

SEUNG-A KIM
ASSOCIATE PROFESSOR OF MUSIC THERAPY
B.A., Ewha University; B.A., Molloy College; M.A., New York University; Ph.D., Temple University

LINDA KRAEMER
ASSOCIATE DEAN AND DIRECTOR, UNDERGRADUATE EDUCATION PROGRAMS
ASSOCIATE PROFESSOR OF EDUCATION
B.A., Queens College, CUNY; M.S., LIU Post; Ed.D., St. John’s University

TRICIA KRESS
ASSOCIATE PROFESSOR OF EDUCATION
B.A., Coastal Carolina University; M.A., College of Staten Island, CUNY; Ph.D., The Graduate Center, CUNY
ALIYA KUERBAN
ASSOCIATE PROFESSOR OF NURSING
B.S., Central University for Nationalities, China; M.S., College of St. Rose; M.S., Pace University; Ph.D., Fordham University

KATHLEEN M. LAMAUTE
PROFESSOR OF NURSING
B.S., Empire State College, SUNY; M.S., Adelphi University; M.S., Pace University; Ed.D., California Coast University

SEATBYUL DIANE LEE
ASSISTANT PROFESSOR OF NURSING
B.S., In-Ha University, Korea; M.S., SUNY at Stony Brook; DNP, Columbia University

MAUREEN L. MACKENZIE
DEAN OF THE DIVISION OF BUSINESS
PROFESSOR OF BUSINESS
B.A., Molloy College; M.B.A, Dowling College; Ph.D., LIU Post, PHR

KERRY MASTRANGELO
ASSISTANT PROFESSOR OF NURSING
A.A.S, Phillips Beth Israel School of Nursing; B.S., M.S., Molloy College; DNP., Case Western Reserve University

MELISSA McCARDLE
PROFESSOR OF SOCIAL WORK
B.A., Hofstra University; M.S.W., New York University; Ph.D., The Graduate Center, CUNY

MARY McCORMACK
ASSISTANT PROFESSOR OF NURSING
B.S., Niagara University; M.S., Molloy College

CARRIE MCDERMOTT
ASSISTANT PROFESSOR OF EDUCATION
B.S., Fashion Institute of Technology, SUNY; M.S., Molloy College; Ed.D., St. John’s University

NANCY McGARR
ASSOCIATE PROFESSOR OF SPEECH-LANGUAGE PATHOLOGY
B.A., M.S., Adelphi University; Ph.D., The Graduate Center, CUNY

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

TYCE NADRICH
ASSISTANT PROFESSOR OF CLINICAL MENTAL HEALTH COUNSELING
B.A., Queens College; M.A., St. John’s University; Ph.D., Montclair State University

JACQUELINE NENCHIN
PROFESSOR OF EDUCATION
B.A., SUNY at Oswego; M.A., Vanderbilt University; M.S., Molloy College; Ph.D., Macquarie University

BRIAN NOLL
ASSISTANT PROFESSOR OF BUSINESS
B.S., SUNY at Oneonta; M.B.A., Molloy College; D.P.S, Pace University, CPA

JOANNE O’BRIEN
DIVISION DEAN OF EDUCATION
PROFESSOR OF EDUCATION
B.A., M.A., Fordham University; M.Ed., Boston College; Ed.D., Columbia University

MARY T. O’SHAUGHNESSY
ASSOCIATE PROFESSOR OF NURSING
B.S., Molloy College; M.A., New York University; Psy.D., California Coast University

ANN MARIE PARASZCZUK
PROFESSOR OF NURSING
B.S., Adelphi University; M.S., Boston University; Ed.D., St. John’s 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

ALLISON RODA
ASSISTANT PROFESSOR OF EDUCATION
B.S., Pennsylvania State University; M.Phil., Ed.M., Columbia University, Teacher’s College; Ph.D., Columbia University

MERYL ROSENBLATT
ASSISTANT PROFESSOR OF BUSINESS
B.S., SUNY at Stony Brook; M.B.A., Baruch College, CUNY; D.P.S, Pace University

MICHAEL S. RUSSO
PROFESSOR OF PHILOSOPHY
B.A., Fordham University; M.A., St. Joseph’s Seminary; 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

DIANE SAULLE
ASSISTANT PROFESSOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., SUNY at Stony Brook; M.A., M.Phil, Ph.D., Columbia University

ROSE SCHECTER
ASSOCIATE DEAN AND DIRECTOR, UNDERGRADUATE PROGRAM IN NURSING
PROFESSOR OF NURSING
B.S., Hunter College, CUNY; M.A., New York University; Ph.D., Adelphi University

LAURA SHEA-DOOLAN
PROFESSOR OF EDUCATION
B.S., Oklahoma State University; M.S., Kent State University; Ed.D., St. John’s University
KEVIN SHEEHAN
ASSOCIATE PROFESSOR OF EDUCATION
B.A., M.A., SUNY at Albany; Ed.D., Hofstra University

VICTORIA SIEGEL
PROFESSOR OF NURSING
B.S., Adelphi University; M.S.N., University of San Francisco; Ed.D., Dowling College

ETHEL SIMMONS-ULRICH
ASSISTANT PROFESSOR OF NURSING
B.S., SUNY at Binghamton; M.S., Molloy College; DNP, Loyola University, New Orleans

SUZANNE SOREL
ASSOCIATE DEAN AND DIRECTOR, GRADUATE MUSIC THERAPY
PROFESSOR OF MUSIC THERAPY
B.S., SUNY at New Paltz; M.A., MT-BC, D.A., New York University

CHRISTOPHER G. SULLIVAN
ASSOCIATE PROFESSOR OF CRIMINAL JUSTICE
A.A., Queensborough Community College; B.S., John Jay College of Criminal Justice, CUNY; M.P.S., LIU Post; J.D., St. John’s University

S. VICKI TOALE, O.P.
CHAIRPERSON, INTERDISCIPLINARY STUDIES
ASSOCIATE PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES AND CRIMINAL JUSTICE
B.A., Molloy College; M.A., Manhattan College; M. Div., Immaculate Conception Seminary; D.Min, Graduate Theological Foundation

DIANE VITALE
INSTRUCTOR OF BUSINESS
B.A., Queens College, CUNY; M.B.A., Dowling College

SUSAN A. VITALE
PROFESSOR OF NURSING
A.A., Nassau Community College; B.S., SUNY at Albany; M.S., SUNY at Stony Brook; Ph.D., New York University

DENISE S. WALSH
ASSOCIATE DEAN AND DIRECTOR, GRADUATE PROGRAMS IN NURSING
ASSOCIATE PROFESSOR OF NURSING
B.S., Marywood University; M.S., Sacred Heart University; Ph.D., University of Connecticut

MAUREEN T. WALSH
DEAN EMERITA
PROFESSOR OF EDUCATION
B.A., Molloy College; M.Ed., Catholic University, Puerto Rico; Ed.D., University of Puerto Rico

MARGARET WHELAN
PROFESSOR OF NURSING
B.S., Hunter College, CUNY; 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
INSTRUCTOR OF NURSING
B.S., Medgar Evers College; M.S., Ph.D., Molloy College

Francine Wisnewski
ASSISTANT PROFESSOR OF EDUCATION
B.S., M.S., St. John’s University

S. Alexandria WOLOCHUK, O.P.
ASSOCIATE PROFESSOR OF EDUCATION
B.A., St. Peter’s College; M.S., St. John’s University; M.A., Ph.D., New York University

Laura L. Wood
ASSISTANT PROFESSOR OF CLINICAL MENTAL HEALTH COUNSELING
B.A., Marymount Manhattan College; M.A., New York University; Ph.D., University of Missouri, St. Louis

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

Faculty - Part Time

TRACY Alesia
ADJUNCT INSTRUCTOR OF EDUCATION
B.S., SUNY at Cortland; M.S., Long Island University

JOANNE ASCHER
SPEECH, LANGUAGE AND HEARING CENTER DIRECTOR
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.S., Hofstra University; M.A., Adelphi University

SONIA BAKER
ADJUNCT ASSISTANT PROFESSOR OF NURSING
B.S., SUNY Binghamton; M.A., Columbia University; Ph.D., New York University

Lois Basile
ADJUNCT INSTRUCTOR OF NURSING
B.S., Molloy College; M.S.N., Lehman College

Colette Frey Bitzas
ADJUNCT INSTRUCTOR OF BUSINESS
B.S., St. John’s University; M.B.A., Hofstra University, CFP

Mitchell Bickman
ADJUNCT INSTRUCTOR OF EDUCATION
B.A., University of Michigan; M.A., Hofstra University; S.D.A., Massachusetts College of Liberal Arts

Kristen Brelsford
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., St. John’s University; M.S., Adelphi University

Mary Brower
ADJUNCT INSTRUCTOR OF EDUCATION
B.S., Manhattan College; M.A., Hofstra University
KELLI BURGOS
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., M.B.A., Hofstra University

EILEEN BURKE
ADJUNCT INSTRUCTOR OF EDUCATION
B.A., College of the Holy Cross; M.A., New York University

PAMELA J. CARLTON
ADJUNCT INSTRUCTOR OF MUSIC THERAPY
B.S., M.S., Molloy College

BRIAN CIAMPO
ADJUNCT INSTRUCTOR OF EDUCATION
B.A., M.S., Molloy College

LINDA COLE
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., St. Joseph’s College; M.S., Adelphi University

STACEY CONKLIN
ADJUNCT INSTRUCTOR OF NURSING
B.S., Molloy College; M.S., Walden University

CLAIRE CONWAY
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.S., Molloy College; B.A., Marist College; M.S., Adelphi University

CANDICE R. CRAWFORD
ADJUNCT INSTRUCTOR OF CLINICAL MENTAL HEALTH
B.A., Florida State University; M.A., New York University

CONSTANCE CRAWFORD
ADJUNCT INSTRUCTOR OF BUSINESS
B.S., Fordham University; M.B.A., Iona College, CPA

JEROME D’ANTONE
ADJUNCT INSTRUCTOR OF BUSINESS
M.B.A., New York Institute of Technology

ROCCO DEBENEDETTO
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE
B.A., State University of New York; M.A., LIU Brooklyn

ELIZABETH DELIO
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., M.S., Adelphi University

JULIANNE DeLORENZO
ADJUNCT INSTRUCTOR OF CLINICAL MENTAL HEALTH
B.S., The College of New Jersey; M.A., Ed.M., Teachers College, Columbia University; Ph.D., Pace University

KERIN DeSENA
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., M.A., St. John’s University

KELLY DENNIS
ADJUNCT ASSISTANT PROFESSOR OF SOCIAL WORK
B.A., M.S.W., Ph.D., Fordham University

STEPHEN DIGIORGIO
ADJUNCT INSTRUCTOR OF EDUCATION
B.A., M.S., Molloy College

KAREN DUGAN
ADJUNCT INSTRUCTOR OF NURSING
B.S., Fairfield University; M.S., Molloy College

DAVID FLOMENHAFT
ADJUNCT ASSISTANT PROFESSOR OF CLINICAL MENTAL HEALTH
B.A., SUNY at Albany; M.S.W., Hunter College, CUNY, Ph.D., New York University

GRACE FORESTIERI
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., M.S., Brooklyn College, CUNY

XIOMARA FLOWERS
ADJUNCT INSTRUCTOR OF EDUCATION
B.A., Baruch College, CUNY; M.A., Adelphi University

ROBIN FRUMAN
ADJUNCT INSTRUCTOR OF EDUCATION
B.S., Fairleigh Dickinson University; M.S., LIU Post

PETER GALMANN
ADJUNCT INSTRUCTOR OF MUSIC THERAPY
B.A., Oberlin College; M.A., New York University

KATHY GARRAMONE
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., Stonehill College; M.P.A., Syracuse University

KRISTEN GOLDSTEIN
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., M.A., Hofstra University

MAUREEN GRISOM
ADJUNCT ASSISTANT PROFESSOR OF CLINICAL MENTAL HEALTH
B.S., Cornell University; M.A., Ph.D., University of Notre Dame

ALAN HALPERIN
AUXILIARY PART-TIME INSTRUCTOR OF BUSINESS
B.A., University of Rochester; M.B.A., Emory University, CPA

LORA HELLER
ADJUNCT INSTRUCTOR OF MUSIC THERAPY
B.M., Wooster College; M.S., Hunter College, CUNY

ERIN HOLTZMAN
ADJUNCT INSTRUCTOR OF EDUCATION
B.A., Towson University; M.S., Molloy College

JESSICA HSAIN
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
A.A., Farmingdale State College, SUNY; B.S., M.S., SUNY Geneseo

PAUL HYL
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., Dowling College; J.D., St. John’s University
YASMINÉ ILIYA
ADJUNCT ASSISTANT PROFESSOR OF MUSIC THERAPY
B.S., Tufts University; M.A., New York University; Ph.D., Lesley University

PASCALE JEAN-NOEL
ADJUNCT INSTRUCTOR OF SOCIAL WORK
B.S.W., M.S.W., Adelphi University

PRISCILLA KASENCHAK
ADJUNCT INSTRUCTOR OF BUSINESS
B.S., MBA, LIU Post, CPA

KAITLYN KELLY
ADJUNCT INSTRUCTOR OF MUSIC THERAPY
B.M., Five Towns College; M.S., Molloy College

ROBERT WES KIRCHOFF
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., Rutgers, The State University of New Jersey; M.S., LIU Post

JOAN KLEMBALLA
ADJUNCT PROFESSOR OF NURSING
B.S., St. John’s University; M.A., New York University; Ph.D., University of Maryland; FNP, Marshall University

GLORIA JOANNE KRAEMER
ADJUNCT INSTRUCTOR OF EDUCATION
B.A., Empire State College, SUNY; M.S., Molloy College

SUSAN KRENITSKY-KORN
ASSOCIATE PROFESSOR OF NURSING
B.S., LIU Post; M.S., SUNY at Stony Brook; Ed.D., Dowling College

PATRICE KUNTZLER
ADJUNCT INSTRUCTOR OF EDUCATION
B.S., Bloomsburg University; M.S., Hofstra University

JENNIFER L. LAFFEY
ADJUNCT INSTRUCTOR OF NURSING
B.S., M.S., Molloy College; DNP, SUNY at Stony Brook

JOHN LAFFEY
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE
B.A., M.A., John Jay College of Criminal Justice, CUNY

STEVE LANGEVIN
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.S., Molloy College; M.S., Southern Connecticut University

SUSAN W. LEDLIE
AUXILIARY PART-TIME ASSISTANT PROFESSOR OF NURSING
A.A.S., Long Island College Hospital; B.S., Adelphi University; M.S., Columbia University; Ph.D., University of Pennsylvania

JOANNE LOEWY
ADJUNCT ASSOCIATE PROFESSOR OF MUSIC THERAPY
B.A., SUNY at Potsdam; M.A., D.A., New York University

ANTONIA LOSCHIAVO
AUXILIARY PART-TIME INSTRUCTOR OF BUSINESS
B.S., M.B.A., Dowling College

DEBRA LOVERDE
ADJUNCT ASSISTANT PROFESSOR OF EDUCATION
B.A., Molloy College; M.S., The Graduate Center, CUNY; Ed.D., Hofstra University

JASON MANNING
ADJUNCT INSTRUCTOR OF EDUCATION
B.A., Union College; M.A.T., Union Graduate College

STEPHEN McALLISTER
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE
B.S., St. Francis College; M.A., John Jay College of Criminal Justice, CUNY

MARY McCORMACK
ADJUNCT INSTRUCTOR OF NURSING
B.S.N., Niagara University; M.S., Molloy College

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 MEITZ
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., SUNY at New Paltz; M.B.A., New York University

ROBIN MITCHELL
ADJUNCT INSTRUCTOR OF MUSIC THERAPY
B.A., University of Bristol; M.A., New York University

JAMIE G. MORGAN
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.F.A., New York Institute of Technology; M.F.A., LIU Post; M.S., Walden University

FRAN MORR
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., Molloy College; M.A., Hofstra University

TERENCE MURPHY
ADJUNCT INSTRUCTOR OF CRIMINAL JUSTICE
B.A., SUNY at Old Westbury; J.D., Touro Law Center

WILLIAM O’BRIEN
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., Montclair State University; M.B.A., Farleigh Dickinson University

MICHAEL PAK
ADJUNCT INSTRUCTOR OF BUSINESS
B.S., New York University; M.A., Fordham University; M.B.A., Cornell University

THOMAS PAWLUK
ADJUNCT INSTRUCTOR OF BUSINESS
B.B.A., M.B.A., Dowling College, CPA

ARLENE PELTOLA
AUXILIARY PART-TIME INSTRUCTOR OF BUSINESS
B.A., University of Massachusetts; M.B.A., Lehigh University

LISA PELUSO
ADJUNCT INSTRUCTOR OF EDUCATION
B.A., M.A., Queens College, CUNY; M.S., Molloy College
SUSAN PENQUE
ADJUNCT ASSISTANT PROFESSOR OF NURSING
B.S., LIU Post; M.S., Adelphi University; Ph.D., University of Minnesota

MELANIE PICCHIONI
ADJUNCT INSTRUCTOR OF EDUCATION
B.S., Hofstra University; M.S., Molloy College

ERROL PIERRE
ADJUNCT INSTRUCTOR OF BUSINESS
B.S., Fordham University; M.P.A., New York University

BETTY PIERRE-GILLES
ADJUNCT INSTRUCTOR OF NURSING
A.A.S, New York Technical College; B.S., Health Science Center at Brooklyn, SUNY; M.S., Molloy College

PAUL PORTSMORE
ADJUNCT INSTRUCTOR OF BUSINESS
B.A., Providence College; M.B.A., Baruch College, CUNY

JONATHAN PROCTER
ADJUNCT ASSISTANT PROFESSOR OF CLINICAL MENTAL HEALTH
B.S., Ohio University; M.S., Swansea University; Ph.D., Ohio University

SHERRY RADOWITZ
ADJUNCT ASSISTANT PROFESSOR OF EDUCATION
B.A., Brooklyn College, CUNY; M.A., University of Northern Colorado; Ph.D., Union Institute and University

DAVID REISS
AUXILIARY PART-TIME INSTRUCTOR OF BUSINESS
B.A., University of Pennsylvania; M.B.A., Wharton Business School

JESSEBELL REYES-COCUZZO
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.A., Queens College, CUNY; M.S., New York Medical College

ELLEN RICH
AUXILIARY PART-TIME PROFESSOR OF NURSING
B.A., SUNY at Stony Brook; M.S., Pace University; Ph.D., Adelphi University

ERICA RICHMAN
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.S., Pennsylvania State University; M.S., University of Medicine and Dentistry of New Jersey; Au.D., St. John’s University

MICHELE RIVAS
ADJUNCT ASSISTANT PROFESSOR OF CLINICAL MENTAL HEALTH
B.S., Universidad Central de Venezuela; M.S., LIU; Ph.D., Syracuse University

JESSICA RYAN
ADJUNCT INSTRUCTOR OF EDUCATION
B.S., M.S., Molloy College

JOHN SALVATO
ADJUNCT INSTRUCTOR OF EDUCATION
B.S., SUNY at Oneonta; M.A., New York 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

MAURY SCHNEIDER
AUXILIARY PART-TIME INSTRUCTOR OF BUSINESS
B.S., Brooklyn College, CUNY; M.B.A., Molloy College

ELIZABETH SCHWARTZ
ADJUNCT INSTRUCTOR OF MUSIC THERAPY
B.M., SUNY at Potsdam; M.A., New York University

KARA SICILIANO
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.S., Molloy College; M.S., Adelphi University

DAVID SILLS
ADJUNCT INSTRUCTOR OF EDUCATION
B.A., The University of Toledo; M.A., New York University

LOUISE R. SKOLNIK
ADJUNCT ASSISTANT PROFESSOR OF SOCIAL WORK
B.A., University of Michigan; M.S.W., D.S.W., Adelphi University

DAVID SMITH
ADJUNCT INSTRUCTOR OF EDUCATION
B.A., M.A., LIU Post

DENISE T. SMITH
ADJUNCT INSTRUCTOR OF EDUCATION
B.A.A., M.A., Adelphi University; M.S., Fordham University; Ed.D., St. John’s University

ALAN STEIN
ADJUNCT INSTRUCTOR OF SOCIAL WORK
B.A., Hofstra University; M.A., New School for Research; M.S.W., Yeshiva University

IRA STOLZENBERG
ADJUNCT INSTRUCTOR OF BUSINESS
B.S., Brooklyn College, CUNY; M.B.A., Baruch College, CUNY

CAROLYN SWEETAPPLE
ADJUNCT INSTRUCTOR OF BUSINESS
B.B.A., M.B.A, Ph.D., Hofstra University

STEFANIE THOMSON
ADJUNCT INSTRUCTOR OF COMMUNICATION SCIENCES AND DISORDERS
B.S., M.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., SUNY at Albany

CANDICE TORINI
ADJUNCT INSTRUCTOR OF SOCIAL WORK
B.A., M.S.W., Adelphi University

CATHERINE TURANO
ADJUNCT INSTRUCTOR OF EDUCATION
B.A., Buffalo State College, SUNY; M.A., SUNY at Stony Brook
MADELAINE VENTRE
ADJUNCT ASSISTANT PROFESSOR OF MUSIC THERAPY
B.A., Queens College, CUNY; B.M.E., University of Kansas; M.S., Hofstra University

HEATHER WAGNER
ADJUNCT ASSISTANT PROFESSOR OF MUSIC THERAPY
B.S., Slippery Rock University of Pennsylvania; M.A., Ph.D., Temple University

JACK 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

KEITH WEINER
ADJUNCT INSTRUCTOR OF NURSING
B.S., Dawson College; MSc., University of Liverpool; Ph.D., Molloy College

JOANNE ASCHER
DIRECTOR MOLLOY COLLEGE SPEECH, LANGUAGE AND HEARING CENTER
B.A., Hofstra University; M.S., Adelphi University

KRISTEN BRELSFORD
CLINICAL EDUCATOR
B.A., St. John’s University; M.S., Adelphi University

CLAIRE CONWAY
CLINICAL EDUCATOR
B.S., Molloy College; B.A., Marist College; M.S., Adelphi University

ELIZABETH DELIO
CLINICAL EDUCATOR
B.A., M.S., Adelphi University

CATHERINE GILLIS
CLINICAL EDUCATOR
B.S., University at Buffalo, SUNY; M.S., Southern Connecticut State University

KRISTEN GOLDSTEIN
CLINICAL EDUCATOR
B.A., M.A., Hofstra University

JESSICA HSAYNE
CLINICAL EDUCATOR
A.A., Farmingdale State College, SUNY; B.S., M.S., SUNY Geneseo

STEVE LANGEVIN
CLINICAL EDUCATOR
B.S., Molloy College; M.S., Southern Connecticut University

JAMIE G. MORGAN
CLINICAL COORDINATOR
B.S., LIU Post; M.S., LIU Brooklyn

FRAN MORR
CLINICAL EDUCATOR
B.A., Molloy College; M.S., Hofstra University

JESSEBELL REYES-COCUZZO
CLINICAL EDUCATOR
B.A., Queens College; M.S., New York Medical College; Bilingual Extension Program, Teacher’s College, Columbia University

KARA SICLIANO
CLINICAL EDUCATOR
B.S., Molloy College; M.S., Adelphi University

STEPHANIE THOMSON
CLINICAL EDUCATOR
B.S., Molloy College, M.A., Queens College, CUNY

MARY LANE
DIRECTOR OF CLINICAL LEARNING LABORATORIES
B.S., SUNY at Stony Brook; M.S., Molloy College

SUSAN O’HARA
ASSISTANT DIRECTOR OF CLINICAL LEARNING LABORATORIES
B.S., M.A., New York University

JAN AROMISKIS
NURSING LEARNING LABORATORY INSTRUCTOR
B.S., Molloy College

JUDITH FERNANDEZ
NURSING LEARNING LABORATORY INSTRUCTOR
B.S.N., Liberty University

MARIA FIATA
NURSING LEARNING LABORATORY INSTRUCTOR
B.S., LIU Brooklyn; M.S., Molloy College

SUSANNE KRAEGER
NURSING LEARNING LABORATORY INSTRUCTOR
B.S., Molloy College

DIANE LAROSA
NURSING LEARNING LABORATORY INSTRUCTOR
B.S., Molloy College

DINA LEGLAND
NURSING LEARNING LABORATORY INSTRUCTOR
B.S., Molloy College

KIMBERLY McGOVERN
NURSING LEARNING LABORATORY INSTRUCTOR
B.S., Molloy College

Speech-Language Pathology Clinical Educators

Nursing Learning Laboratory
DEBORAH McWILLIAMS
NURSING LEARNING LABORATORY INSTRUCTOR
B.S., M.S., Pace University

DEBORAH OPPERMANN
NURSING LEARNING LABORATORY INSTRUCTOR
B.S., Molloy College

JOANNA PANZA
NURSING LEARNING LABORATORY INSTRUCTOR
B.S., Molloy College

ANNE TOWEY
NURSING LEARNING LABORATORY INSTRUCTOR
B.S., Molloy College; M.S., Adelphi University

STEPHANIE VISCONTI
NURSING LEARNING LABORATORY INSTRUCTOR
B.S., Molloy College

RICHARD DELASANT
NURSING LABORATORY SIMULATION TECHNICIAN
B.S., Molloy College

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
Vice President for Human Resources
Kellenberg Hall, K112
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, C011
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.

Molloy College does not discriminate on the basis of an individual’s race, color, national origin, familial status, pregnancy, predisposing genetic characteristics, or military status; in its administration of educational policies, programs or activities; its admissions policies; or in employment practices.

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 race, color, religion, national origin, gender, age, disability, marital status, creed, sexual orientation, ancestry, veteran status, or any other basis except where such conditions are bona fide occupational qualifications permitted by law.

Non-Discrimination Coordinator
Lisa Miller
Vice President for Human Resources
Kellenberg Hall, K112
516.323.3046
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: 9/5, 9/12, 9/19, 9/26, 10/3, 10/10, 10/17
Thursdays: 9/6, 9/13, 9/20, 9/27, 10/4, 10/11, 10/18
Fridays: 9/7, 9/14, 9/21, 9/28, 10/5, 10/12, 10/19
Saturdays: 9/8, 9/15, 9/22, 9/29, 10/6, 10/13, 10/20
Sundays: 9/9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21
Mondays: 9/10, 9/17, 9/24, 10/1, 10/15, 10/22, 10/29
Tuesdays: 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23
FALL I term begins 9/5 and ends 10/23, except for the Monday classes which end 10/29. Add/Drop ends on Tuesday, September 11, 2018 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: 10/24, 10/31, 11/7, 11/14, 11/28, 12/5, 12/12
Thursdays: 10/25, 11/1, 11/8, 11/15, 11/29, 12/6, 12/13
Fridays: 10/26, 11/2, 11/9, 11/16, 11/30, 12/7, 12/14
Saturdays: 10/27, 11/3, 11/10, 11/17, 12/1, 12/8, 12/15
Sundays: 10/28, 11/4, 11/11, 11/18, 12/2, 12/9, 12/16
Mondays: 11/5, 11/12, 11/19, 11/26, 12/3, 12/10, 12/17
Tuesdays: 10/30, 11/13, 11/20, 11/27, 12/4, 12/11, 12/18
FALL II term begins 10/24 and ends 12/18. Add/Drop ends on Tuesday, October 30, 2018. 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: 9/5, 9/12, 9/19
Thursdays: 9/6, 9/13, 9/20
Fridays: 9/7, 9/14, 9/21
Saturdays: 9/8, 9/15, 9/22
Sundays: 9/9, 9/16, 9/23
Mondays: 9/10, 9/17, 9/24
Tuesdays: 9/11, 9/18, 9/25
FALL III term begins 9/5 and ends 9/25. Add/Drop ends on Tuesday, September 11, 2018. 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: 9/26, 10/3, 10/10
Thursdays: 9/27, 10/4, 10/11
Fridays: 9/28, 10/5, 10/12
Saturdays: 9/29, 10/6, 10/13
Sundays: 9/30, 10/7, 10/14
Mondays: 10/1, 10/15, Monday Makeup for October 8, Columbus Day, on Wednesday 10/17
Tuesdays: 10/2, 10/9, 10/16
FALL IV term begins 9/26 and ends 10/17. Add/Drop ends on Tuesday, October 2, 2018. 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:10/18, 10/25, 11/1
Fridays: 10/19, 10/26, 11/2
Saturdays: 10/20, 10/27, 11/3
Sundays: 10/21,10/28, 11/4
Mondays: 10/22, 10/29, 11/5
Tuesdays: 10/23, 10/30, Tuesday Makeup for November 6, Election day on Thursday, 11/8
Wednesdays: 10/24, 10/31, 11/7
FALL V term begins 10/18 and ends 11/8. Add/Drop ends on Tuesday, October 24, 2018. 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.

FALL VI SESSION
Nine meetings during a three week period:
Fridays: 11/9, 11/16, 11/30
Saturdays: 11/10, 11/17, 12/1
Sundays: 11/11, 11/18, 12/2
Mondays: 11/12, 11/19, 11/26
Tuesdays: 11/13, 11/20, 11/27
Wednesdays: 11/14, 11/28 (No classes 11/21, Makeup for Thanksgiving Break on Monday, 12/3)
Thursdays: 11/15, 11/29, 12/4 (No classes 11/22, Makeup for Thanksgiving Break on Tuesday, 12/4)
FALL VI term begins 11/9 and ends 12/4. Add/Drop ends on Tuesday, November 15, 2018. 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 2—Thursday
Payment of tuition due for advance registered students.

August 3—Friday
College offices closed.

August 8—Wednesday
St. Dominic’s Day.

August 10—Friday
College offices closed.

August 17—Friday
College offices closed.

August 24—Friday
College offices closed.
August 27—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 31—Friday
College offices closed.

September 3—Monday
Labor Day—College Closed.

September 4—Tuesday
Community Meetings.

September 5—Wednesday
CLASSES BEGIN FOR FALL.

September 5 - 11—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 11—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 19, 2018. 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 11, 2018, will have until September 12, 2018 to correct their schedule.)

September 12—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 13—Thursday
Incompletes for SPRING 2018 and SUMMER SESSIONS 2018 become “F.”

September 20—Thursday—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 3—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 8—Monday
Columbus Day—College Closed.

October 19—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 11, 2018.

October 19—Friday
Mid-semester appraisals due.

October 22 - 26—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 23 - 26—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 29 - November 2—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.

November 5 - 9—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.

November 6—Tuesday
Election Day—Observed. College Closed.

November 12 - 16—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—Sunday
Veterans’ Day. Classes in session. See Events Calendar for Veteran’s events announcements.

November 19-20 & 26-28—Mon.-Tues. & Mon.-Wed.
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 21 - 25—Wednesday - Sunday
Thanksgiving Recess—College Closed.

November 26—Monday
CLASSES RESUME.

November 28—Wednesday
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. 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, 2019.

November 29—Thursday
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, 2019.

November 29—Thursday
Registration for SPRING 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 SPRING may register in-person. (NOTE: New students entering in the Spring must be confirmed by Admissions before making appointments for Advisement and Registration.)

December 1—Saturday
Deadline for filing application for graduation in May 2019.

December 11—Tuesday
Last day to withdraw from a course with a “W” or “WF.” Signatures of instructor, advisor and Financial Aid Office are required.

December 12 - 18—Wednesday - Tuesday
Final examination or last class meeting. (See separate Final Examination Schedule) for FALL semester classes.

December 18—Tuesday
Recorded award date of December 2018 degrees and certificates. No ceremony. Deadline for any outstanding incomplete or missing work for students graduating with December degree award date is December 18, 2018.

December 19—Wednesday
Nursing Pinning Ceremony, Quealy Hall—3:00pm.

December 19 - 20—Wednesday - Thursday
College offices open 9:00am–5:00pm.

December 20—Thursday (12:00 NOON)
Grades due in Office of the Registrar 48 hours after last class or final examination.

December 21 - January 1—Friday- Tuesday
College Closed.

December 28—Wednesday
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, 2019.

January 1—Tuesday
New Year’s Day (Observed)—College Closed.

January 2—Wednesday
CLASSES BEGIN FOR WINTER INTERSESSION.

January 2—Wednesday
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—Thursday
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 4, 2019. Signatures of instructor, advisor, and Financial Aid Office are required.

January 4—Friday
Last day to declare a course PASS/FAIL.

January 4—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 must result in a grade of “W” or “WF” until January 10, 2019.

January 5—Saturday
Snow make-up day for JANUARY INTERSESSION—if required.

January 10—Thursday
Last day to withdraw from a course with a grade of “W,” “WF.” Signatures of instructor, advisor, and Financial Aid Office are required.

January 11—Friday
Final examination or last class meeting all JANUARY INTERSESSION classes.

January 11—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 12—Saturday
Snow make-up day for JANUARY INTERSESSION - if needed.
January 14—Monday
JANUARY INTERSESSION grades due in Office of the Registrar by 12:00 NOON.

January 21—Monday
Martin Luther King, Jr. Day (Observed) - College Closed.

**Spring 2019**

**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: 1/14, 1/28, 2/4, 2/11, 2/20 (Weds), 2/25, 3/4
- Tuesdays: 1/15, 1/22, 1/29, 2/5, 2/12, 2/19, 2/26
- Wednesdays: 1/16, 1/23, 1/30, 2/6, 2/13, 2/27, 3/6
- Thursdays: 1/17, 1/24, 1/31, 2/7, 2/14, 2/21, 2/28
- Fridays: 1/18, 1/25, 2/1, 2/8, 2/15, 2/22, 3/1
- Saturdays: 1/19, 1/26, 2/2, 2/9, 2/16, 2/23, 3/2
- Sundays: 1/20, 1/27, 2/3, 2/10, 2/17, 2/24, 3/3

**SPRING I term begins 1/14 and ends 3/6. Add/Drop ends on Friday, January 18, 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.

**SPRING II SESSION**
Meet one or more times a week for **seven weeks**:
- Mondays: 3/18, 3/25, 4/1, 4/8, 4/15, 4/22, 5/6
- Tuesdays: 3/5, 3/19, 3/26, 4/2, 4/9, 4/16, 5/7
- Fridays: 3/8, 3/22, 3/29, 4/5, 4/12, 4/26, 5/10

**SPRING II term begins 3/5 and ends 5/11. Add/Drop ends on Wednesday, March 10, 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.

**SPRING III SESSION**
Nine meetings during a three week period:
- Mondays: 1/14, 1/28, 2/4
- Tuesdays: 1/15, 1/22, 1/29
- Wednesdays: 1/16, 1/23, 1/30
- Thursdays: 1/17, 1/24, 1/31
- Fridays: 1/18, 1/25, 2/1
- Saturdays: 1/19, 1/26, 2/2
- Sundays: 1/20, 1/27, 2/3

**SPRING III term begins 1/14 and ends 2/4. Add/Drop ends on Friday, January 18, 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.

**SPRING IV SESSION**
Nine meetings during a three week period:
- Tuesdays: 2/5, 2/12, 2/19 (No Classes on Tuesday, 2/26)
- Wednesdays: 2/6, 2/13, 2/27 (No Wednesday classes on 2/20)
- Thursdays: 2/7, 2/14, 2/21
- Fridays: 2/8, 2/15, 2/22
- Saturdays: 2/9, 2/16, 2/23
- Sundays: 2/10, 2/17, 2/24
- Mondays: 2/11, 2/20 (Weds), 2/25. Make-up class for Monday, February 18, President's Day is Wednesday, 2/20)

**SPRING IV term begins 2/5 and ends 2/27. Add/Drop ends on Monday, February 11, 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. (No classes on Tuesday, 2/26.)

**SPRING V SESSION**
Nine meetings during a three week period:
- Thursdays: 2/28, 3/7, 3/21
- Fridays: 3/1, 3/8, 3/22
- Saturdays: 3/2, 3/9, 3/23
- Sundays: 3/3, 3/10, 3/24
- Mondays: 3/4, 3/18, 3/25
- Tuesdays: 3/5, 3/19, 3/26
- Wednesdays: 3/6, 3/20, 3/27

**SPRING V term begins 2/28 and ends 3/27. Add/Drop ends on Wednesday, March 6, 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.

**SPRING VI SESSION**
Nine meetings during a three week period:
- Thursdays: 3/28, 4/4, 4/11
- Fridays: 3/29, 3/5, 3/12
- Saturdays: 3/30, 4/6, 4/13
- Sundays: 3/31, 4/7, 4/14
- Mondays: 4/1, 4/8, 4/15
- Tuesdays: 4/2, 4/9, 4/16
- Wednesdays: 4/3, 4/10, 4/17

**SPRING VI term begins 3/28 and ends 4/17. Add/Drop ends on Wednesday, April 3, 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.

January 1—Tuesday
New Year’s Day (Observed) — College Closed.

January 3—Thursday
Payment of tuition due for advance registered students for Spring 2019.

January 11—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 14—Monday (12:00 NOON)
JANUARY INTERSESSION grades due in the Office of the Registrar by 12:00 NOON.

January 14—Monday
CLASSES BEGIN FOR SPRING.

January 14 - 18—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 18—Friday
Last day for late registration and program change. After this date, students may withdraw with a grade of “W” until March 1, 2019. 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 19 or 20, 2019 will have until January 22, 2019 to correct their schedules if needed.)

January 21—Monday
Martin Luther King, Jr. Day (Observed)—College Closed.

January 22—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 22—Tuesday
Incompletes for FALL 2018 and WINTER INTERSESSION 2019 become “F.”

February 1—Friday
Deadline for submitting online Health and Accident Insurance waivers for new full-time undergraduate students.

February 4—Monday
Last day to declare a course PASS/FAIL.

February 18—Monday
Presidents’ Day—College Closed.

February 20—Wednesday
MONDAY classes held on this day.

March 1—Friday
Deadline for filing application for graduation for August 2019.

March 1—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 3, 2019.

March 1—Friday
Mid-semester appraisals due.

March 4 - 8—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 5 - 8—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 11 - 17—Monday - Sunday
Spring Recess—No Classes (College Offices will remain open.)

March 18 - 22—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 25 - 29—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.

April 1 - 5—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 8 - 12—Monday - Friday
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 17, 2019.

April 12—Friday
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 17, 2019.

April 15—Monday
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 15—Monday
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 17—Wednesday
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 18 - 22—Thursday - Monday
Easter Recess—College Closed.

April 23—Tuesday
Founders’ Day—College Closed. Honors Convocation—7:30pm.

April 24—Wednesday
CLASSES RESUME.

April 29—Monday
Last day that classes meet on regular schedule. Snow makeup dates, if needed begin on April 30, and May 1 through May 4, 2019. The college will then follow the Final examination or last class meeting schedule between May 5, 2019 through May 11, 2019, as announced in Lion’s Den.

April 30, May 1, 2, 3, and 4—Tuesday - Saturday
Snow make-up days, if necessary, otherwise study days.

May 3—Friday
Last day to withdraw from a course with a "W" or "WF." Signatures of instructor, advisor and Financial Aid Office are required.

May 5 - 11—Sunday - Saturday
Final examination or last class meeting (see separate Final Examination Schedule) for SPRING semester classes.

May 11—Saturday
May 11, 2019 will be the recorded award date and exit date for May 2019 degrees and certificates. Deadline for any outstanding incomplete or missing work for students graduating with a May degree award date is May 11, 2019.

May 14—Tuesday (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 14—Tuesday
Nursing Pinning Ceremony, Quealy Hall—3:00pm and 6:30pm.

Commencement Events—To Be Announced
The Office of Student Affairs will announce the dates and times for Commencement events.

May 27—Monday
Memorial Day—College Closed.

June 4—Tuesday
Allied Health Sciences Pinning Ceremony—7:30pm.

Summer 2019 Notice
NOTE: The beginning date for summer classes in any terms that begin on Tuesday, May 21, are subject to being moved up to begin on Monday, May 20, should there be a conflict with the commencement ceremony. This will be announced and posted as soon as available.

Summer Session Short 2019
NOTE: Classes for SUMMER SESSION SHORT meet every weekday for two weeks, except for Memorial Day holiday.

May 21—Tuesday
CLASSES BEGIN FOR SUMMER SESSIONS SHORT.

May 21—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 22—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 24, 2019, with required signatures of the instructor, advisor and Financial Aid Office. Last Day to Drop: Wednesday: 9:00am–7:00pm.

May 23—Thursday
Last day to declare a course PASS/FAIL (SUMMER SESSION SHORT).

May 24—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 30, 2019.

May 27—Monday
Memorial Day—College Closed.

May 30—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.

Summer Session Long 2019
NOTE: Classes for SUMMER SESSION LONG generally meet once or twice a week for fourteen weeks, unless otherwise announced in the course schedule.

May 21—Tuesday
CLASSES BEGIN FOR SUMMER SESSION LONG.
Monday classes needing 14 meetings will meet alternative dates for two sessions. (See May 24 and 31.)

May 21 - 23—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 and Wednesday: 9:00am - 7:00pm; and Thursday: 9:00am - 5:00pm.
Summer Session I 2019

NOTE: Classes for SUMMER SESSION I meet Mondays through Thursdays for four weeks.

June 3—Monday
CLASSES BEGIN FOR SUMMER SESSION I.

June 3–6—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.

June 3—Tuesday
Last day for late registration and last day to ADD a course.

June 6—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 13, 2019. Signatures of the instructor, advisor and Financial Aid Office are required.

June 6—Thursday
Last day to declare a course PASS/FAIL (SUMMER SESSION I).

June 13—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 26, 2019.

June 26—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 27—Thursday
Final examination or last class meeting for SUMMER SESSION I classes.

Summer Session II 2019

NOTE: Classes for SUMMER SESSION II meet Mondays through Thursdays for four weeks.

July 4—Thursday
Independence Day (Observed)—College Closed.

July 8—Monday
CLASSES BEGIN FOR SUMMER SESSION LONG II.

July 8 - 11—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 9—Tuesday
Last day for late registration and last day to ADD a course.

July 11—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 18, 2019. Signatures of the instructor, advisor and Financial Aid Office are required.

**July 11—Thursday**
Last day to declare a course PASS/FAIL (SUMMER SESSION II).

**July 12—Friday**
Offices Closed.

**July 18—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 31, 2019.

**July 19—Friday**
Offices Closed.

**July 26—Friday**
Offices Closed.

**July 31—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.

**August 1—Thursday**
Final examination or last class meeting for SUMMER SESSION II classes.

**August 2—Friday**
Offices Closed.

### Summer Session Long I 2019

**NOTE:** Classes for SUMMER SESSION LONG I meet Mondays through Thursdays for five weeks.

**May 21—Tuesday**
CLASSES BEGIN FOR SUMMER SESSION LONG I. Monday classes needing 5 meetings will meet alternative dates for two sessions. (See May 24 and May 31.)

**May 21 - 23—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-5:00pm.

**May 23—Thursday**
Last day for late registration and last day to ADD a course.

**May 23—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 8, 2018. Signatures of the instructor, advisor and Financial Aid Office are required.

**May 24—Thursday**
Last day to declare a course PASS/FAIL (SUMMER SESSION LONG I).

**May 24 & 31—Friday**
MONDAY classes meeting dates. Designated for class meetings to make-up TWO Monday session. One make-up is for Memorial Day for SUMMER SESSION LONG. Times may be made-up by additional classes noted in the schedule.

**May 27—Monday**
Memorial Day—College Closed. (Friday, May 31, 2019, is a make-up day for SUMMER SESSION LONG I Monday classes, or another date may be determined by the instructor.)

**June 7—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 19, 2019.

**June 19—Wednesday**
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 20—Thursday**
Final examination or last class meeting for SUMMER SESSION LONG I classes.

### Summer Session Long II 2019

**NOTE:** Classes for SUMMER SESSION LONG II meet Mondays through Thursdays for five weeks.

**July 4—Thursday**
Independence Day—College Closed.

**July 8—Monday**
CLASSES BEGIN FOR SUMMER SESSION LONG II.

**July 8 - 11—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 9—Tuesday**
Last day for late registration and last day to ADD a course.

**July 11—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 23, 2019. Signatures of the instructor, advisor and Financial Aid Office are required.

**July 11—Thursday**
Last day to declare a course PASS/FAIL (SUMMER SESSION LONG II).

**July 12—Friday**
Offices Closed.
### Summer Session Long III 2019

**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):
  - 5/24 (Friday/TBD), 5/31 (Friday/TBD), 6/3, 6/10, 6/17, 6/24, 7/1
- Tuesdays: 5/21, 5/28, 6/4, 6/11, 6/18, 6/25, 7/2
- Wednesdays: 5/22, 5/29, 6/5, 6/12, 6/19, 6/26
- Thursdays: 5/23, 5/30, 6/6, 6/13, 6/20, 6/27, 7/5 (Make-up for July 4 or TBD)
- Fridays: 5/24, 5/31, 6/7, 6/14, 6/21, 6/28, 7/5
- Saturdays: 5/25, 6/1, 6/8, 6/15, 6/22, 6/29, 7/6
- Sundays: 5/26, 6/2, 6/9, 6/16, 6/23, 6/30, 7/7

**May 21—Tuesday**
CLASSES BEGIN FOR SUMMER SESSION LONG III.

**May 21 - 23—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-5:00pm.

**May 23—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 14, 2019. Signatures of the instructor, advisor and Financial Aid Office are required.

**May 23—Thursday**
Last day to declare a course PASS/FAIL (SUMMER SESSION LONG III).

### Summer Session Long IV 2019

**NOTE:** Classes for SUMMER SESSION LONG IV meet once-a-week for seven weeks.

- Mondays: 7/8, 7/15, 7/22, 7/29, 8/5, 8/12, 8/19
- Tuesdays: 7/9, 7/16, 7/23, 7/30, 8/6, 8/13, 8/20
- Wednesdays: 7/10, 7/17, 7/24, 7/31, 8/7, 8/14, 8/21
- Thursdays: 7/11, 7/18, 7/25, 8/1, 8/8, 8/15, 8/22
- Fridays: 7/12, 7/19, 7/26, 8/2, 8/9, 8/16, 8/23
- Saturdays: 7/13, 7/20, 7/27, 8/3, 8/10, 8/17, 8/24
- Sundays: 7/14, 7/21, 7/28, 8/4, 8/11, 8/18, 8/25

**July 8—Monday**
CLASSES BEGIN FOR SUMMER SESSION LONG IV.

**July 8 -11—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/Drop:** Monday - Tuesday: 9:00am–7:00pm and Wednesday & Thursday: 9:00am-5:00pm.
July 11—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 August 1, 2019. Signatures of the instructor, advisor and Financial Aid Office are required.

July 11—Thursday
Last day to declare a course PASS/FAIL (SUMMER SESSION LONG IV).

July 12—Friday
Offices Closed.

July 19—Friday
Offices Closed.

July 26—Friday
Offices Closed.

August 1—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 15, 2019.

August 2—Friday
Offices Closed.

August 8—Thursday
St. Dominic’s Day.

August 9—Friday
Offices Closed.

August 15—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 16—Friday
Offices Closed.

August 19-25—Monday - Sunday
Final examination or last class meeting for SUMMER SESSION LONG IV classes.

August 23—Friday
Offices Closed.

August 25—Sunday
Award date and exit date for August 2019 degrees and certificates. No ceremony. Deadline for any outstanding incomplete or missing work for students graduating with a degree award date is August 25, 2019.

August 30—Friday
Offices Closed.

September 2—Monday
Labor Day—College Closed.

Fall 2019 Classes Begin
Wednesday, September 4, 2019.
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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).