

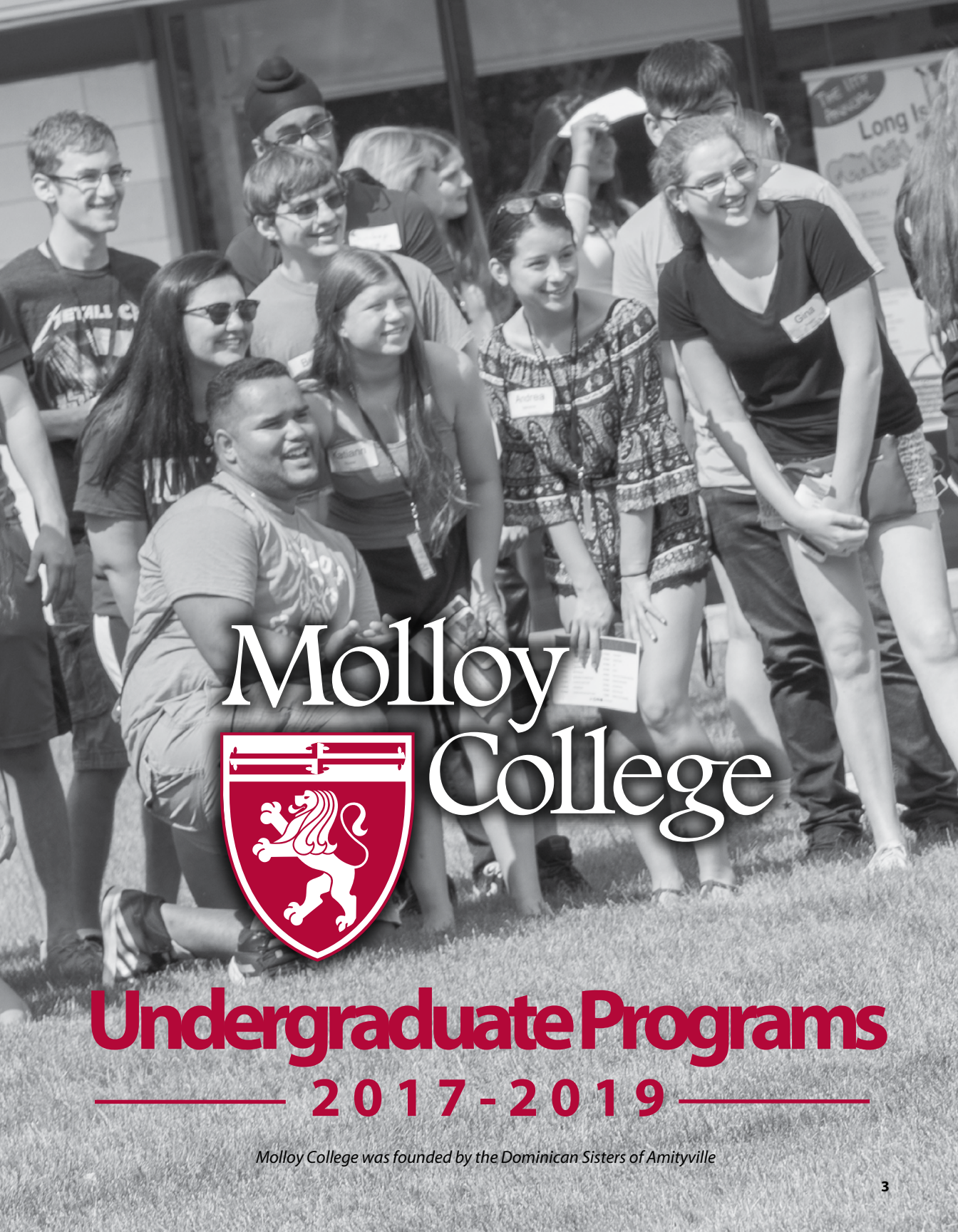


Undergraduate Catalog

2017-2019







Molloy College



Undergraduate Programs

2017-2019

Molloy College was founded by the Dominican Sisters of Amityville

Directory for Correspondence



MOLLOY COLLEGE | 1000 HEMPSTEAD AVENUE | PO BOX 5002 | ROCKVILLE CENTRE, NY 11571-5002
516.323.3000 | www.molloy.edu

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Student Loan Office.....	4200	Fax:.....	516.323.3573
Information Technology, Planning and Research.....	4800	7180 Republic Airport (Gruman Lane) Farmingdale, NY 11735-3930 Email: www.molloy.edu/suffolk	

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

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

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

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Welcome to Molloy College!

A Message from the President

In recent years, Molloy's dedication and commitment to our students has been highlighted in both regional and national rankings. One honor stands out, though, because it is an affirmation of everything we do at Molloy. Late last summer we learned that Money magazine had named Molloy its #1 Value All-Star in the nation. Yes, #1 in the entire country.

This ranking was based on what prospective students and their parents tell us is most important to them: things like graduation rates, net tuition and debt load, as well as salaries of undergraduates. At a time when many are questioning the affordability of college, we are extremely proud to be recognized as a tremendous value.

Students that come to Molloy, stay at Molloy (our freshman retention rate of 90% is one of the highest in the nation). Students that stay at Molloy, graduate from Molloy, and they graduate with a good-paying job (according to a Georgetown University study as well as the Money rankings) in their chosen field.

In addition to exciting, in-demand academic programs in a wide variety of disciplines, Molloy offers a vibrant campus life experience that is unmatched on Long Island. There are also numerous opportunities to learn beyond the classroom, including internship programs, community service projects and our renowned International Education program.

We look forward to you joining us and being a part of the Molloy experience.



Drew Bogner, Ph.D.
President



Letter from the Vice President for Academic Affairs



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

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

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

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

A handwritten signature in black ink that reads "Ann Z. Branchini". The signature is fluid and cursive.

Ann Z. Branchini, Ph.D.
Vice President for Academic Affairs
and Dean of the Faculty

Molloy
College



1-888-4-MOLLOY
www.molloy.edu



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 time, evenings and on weekends, 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 the Associate in Arts degree in liberal arts and sciences. Students may also pursue the Associate in Applied Science degree in the areas of Cardio-vascular 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 Masters' 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 and Nursing. Several 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 22,000 Molloy College alumni (more than 4,000 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 bus, LIRR or automobile.

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 through many years of patience and determination. The sisters obtained the deed to the land that would become Molloy's campus in 1942, but actual plans for the buildings were not begun until 1948. 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 Quealey, Mother Anselma

Ruth O.P., Ph.D., first President of Molloy, and Sister Rose Gertrude Hoenighausen, O.P., Ph.D., first Academic Dean, officially opened the doors of the College to a freshman class of 44 young women at a Victorian residence on North Village Avenue in Rockville Centre on September 12, 1955.

As classes got underway at the North Village Avenue "Mansion", construction was moving forward quickly at Molloy's permanent campus, located a few blocks away on Hempstead Avenue. Quealey Hall was completed just before the fall term started in 1956 and the young college quickly abandoned the Mansion for its new home. The second key building on campus, Kellenberg Hall, was completed a few years later in the fall of 1958. Mother Bernadette de Lourdes, second President, guided the young college at this formative time and presided over Molloy's first graduating class in 1959. It was during Mother Bernadette's tenure that Molloy Catholic College for Women gained its absolute charter from New York State in 1960.

During the decade that followed, from 1962 through 1972, the College was led by its third President, Sr. Mary Celeste Beck, O.P., Ph.D. During these years, Molloy solidified its service-oriented professional programs in Nursing and Education, and developed a reputation for excellence and value in higher education on Long Island. 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 in 1969. Toward the end of Sr. Celeste's tenure, two significant and related changes took place at Molloy: the College accepted men into the evening classes in the nursing program, and the name was officially changed from Molloy Catholic College for Women, to Molloy College.

Sr. Janet Fitzgerald, O.P., Ph.D. was elected President of Molloy in the fall of 1972. A young, energetic philosophy professor, Sr. Janet took on the role of leadership at a time of growth in both the student population and the physical campus. Ten years into her term, in 1982, Molloy officially became co-educational. During her 24 years as President, Molloy's student population doubled and academic programs expanded, adding over 13 major fields of study and introducing both graduate programs and post-master's certificate programs in Nursing. The physical campus expanded too – adding three new buildings; the 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 forty years of tradition, Molloy elected its first non-religious President in 1996, Dr. Martin Snyder, Ph.D. Notable achievements of this time 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 values-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 in the 21st century, Molloy's campus has continued to evolve. In 2005, the Suffolk Center, a satellite facility in Farmingdale, opened and Siena Hall was

dedicated on the main Rockville Centre campus. After many years of planning, Molloy opened a new student and community centered building in 2011. The aptly named Public Square is designed to be Molloy's central hub for conversation and discussion with spaces for both public venues and student study. It also houses the new Madison Theatre. Perhaps the most auspicious change at Molloy is the opening of the College's first student Residence Hall, Fitzgerald Hall, in the fall of 2011. Renovation of the former religious faculty residence, Maria Regina Hall soon followed, providing additional student resident space in the fall of 2014. With the growth in residential students and academic programs, the College has continued to expand its academic facilities, opening the Barbara H. Hagan Center for Nursing in 2016.

From modest beginnings, Molloy has grown rapidly and consistently. Begun as a Catholic women's college with academic programs focused on service-oriented professions such as Nursing and Education, today Molloy is a multi-denominational, coeducational institution offering bachelors, masters, post-graduate certificates, and doctoral programs.

Mission Statement of Molloy

Molloy College, an independent, Catholic college, rooted in the Dominican tradition of study, spirituality, service, and community, is committed to academic excellence with respect for each person. Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.

Goals of Molloy College

Molloy College is committed to:

- Being Catholic and Dominican in philosophy and outlook
- Providing a responsive education in a rapidly evolving society
- Academic quality
- Ensuring student success
- Being engaged in the wider community

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.

Goals of the Undergraduate Curriculum

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

- The student will demonstrate intellectual excellence, critical thinking and a life-long commitment to learning.
- The student will demonstrate a belief in the inherent worth and dignity of all individuals, an awareness of human rights and social justice and an acceptance of differences among peoples.
- The student will demonstrate effective oral and written communication skills.
- The student will demonstrate quantitative literacy and information literacy skills through the selection, collection, and interpretation of quantitative and qualitative data
- The student will demonstrate an awareness of the place of the arts in society and culture.
- The student will demonstrate social, political and ecological awareness and involvement.

Dominican Liberal Arts Heritage

The Dominican Order, founded by St. Dominic de Guzman in 1216, adopted for its motto "Veritas" or "Truth." From the very beginning, its members were sent to the medieval universities for their education. Shortly thereafter, Dominicans occupied chairs of learning in all the great European universities. Among them Albert the Great and Thomas Aquinas were recognized as outstanding scholars.

In their early study and propagation of the truth, St. Dominic and his followers allowed no area of human affairs to escape scrutiny. Dominicans, besides being great preachers and educators, were noted for their concern for refugees, prisoners and captives. St. Martin de Porres, a Dominican brother, worked among the poor, outcasts and African slaves of the Americas. He is the patron saint of social justice. Dominicans also cared for the dying, especially the victims of plagues. St. Catherine of Siena, one of those who



ministered to the sick and poor, is the universal patroness of nurses. Saint Thomas Aquinas is universally acclaimed as the patron of teachers and students. As Europe experienced an influx of Near and Far Eastern students, Dominicans responded by establishing foreign language schools.

Molloy College inherits this Dominican tradition, wherein all students are taught to seek truth, to promote human dignity and to alleviate social ills. Molloy College maintains a strong liberal arts curriculum, providing the foundation for progress in any field and a solid core of learning for personal, intellectual and cultural development.

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

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

Commission on Accreditation of Allied Health Education Programs
515 North State Street—Suite 7530
Chicago, Illinois 60610-4377

Joint Review Committee on Education Programs in Nuclear
Medicine Technology
1144 West 3300 South
Salt Lake City, Utah 84119-3330

Joint Review Committee on Education in Cardiovascular
Technology
3525 Ellicott Mills Drive
Ellicott City, MD 21043-4547

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

Committee on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, Texas 76021

Council on Social Work Education (at the Baccalaureate level)
1701 Duke Street, Suite 200
Alexandria, Virginia 22314

Commission on Collegiate Nursing Education (DNP, Graduate, Post-Master's APRN Certificate and Undergraduate)
One Dupont Circle NW, Suite 530
Washington, DC 20036-1120

Council for the Accreditation of Education Preparation (CAEP eligible) (Graduate and Undergraduate)
1140 19th Street, NW, Suite 400
Washington DC 20036

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

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

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) American Speech-Language and Hearing Association
2200 Research Boulevard
Rockville, MD 20850-3289

Memberships

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 • Catholic Campus Ministry • Catholic Library Association • Center for Academic Integrity • College Art Association • College Entrance Examination Board • Commission on Collegiate Nursing Education • Commission on Independent Colleges and Universities • Council for Exceptional Children • Council for the Advancement and Support of Education • Council for the Accreditation of Education Preparation (CAEP)



- Council of Academic Programs in Communication Science and Disorders • Council of Deans of Nursing of New York State
- The Council of Independent Colleges • Council on Social Work Education • Future Business Leaders of America - Phi Beta Lambda (FBLA-PBL) • Deans and Directors of Nursing of Greater New York
- Institute of Management Accountants • International Association for Language Learning Technology • International Association of Social Work with Groups • International Federation of Catholic Universities • International Police Executive Symposium • Long Island Council of Student Personnel Administrators • Long Island Library Resources Council • Long Island Regional Advisory Council on Higher Education • Metropolitan Catholic College Librarians • Modern Language Association • Nassau County Library Association
- National Art Education Association • National Association of Campus Activities • National Association of College Admission Counselors • National Association of College and University Business Officers • National Association of Independent Colleges and Universities • National Association of Schools of Music • National Association of Social Workers • National Association of Student Personnel Administrators • National Collegiate Honors Council • National Council of Teachers of English • National Council of Teachers of Mathematics • National Council for the Social Studies • National Science Teachers Association • National Society of Hispanic MBAs • New York Mental Health Counselors Association (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

STUDENT-RIGHT-TO-KNOW COMPLETION RATE

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

TEXTBOOK INFORMATION

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

TITLE IX

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

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be

subjected to discrimination under an educational program or activity receiving federal financial assistance.”

Any person who believes that discriminatory practices have been engaged in based upon gender may discuss their concerns and file informal or formal complaints of the possible violation of Title IX with the Title IX Coordinator. Molloy’s Title IX Coordinator, Lisa Miller, Assistant Vice President for Human Resources is located in Kellenberg Hall, Room 112. The phone number is 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 Building, Room 025, 516.323.3602

Enrollment Management - Brendan Caputo, Wilbur Arts Building, Room 103, 516.323.4021

NONDISCRIMINATION POLICY

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

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

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

ADA AND REHABILITATION ACT

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

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

FERPA RIGHTS NOTIFICATION

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

- The right to inspect and review the student's education records within 45 days after the day Molloy College receives a request for access. A student should submit to the registrar, dean, head of the academic department or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Molloy College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.
 - A student who wishes to ask Molloy College to amend a record should write the Molloy College official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.
 - If Molloy College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. (Molloy College additional information is further described under "Grade Appeals" and "Complaint Procedures" of the college catalog, as well as in the Molloy College Student Handbook.)
- The right to provide written consent before Molloy College discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - Molloy College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person who is employed by Molloy College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Molloy College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor or collection agent or a student volunteering to



assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Molloy College.

- Upon request, Molloy College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education, concerning alleged failures by Molloy College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

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

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

- To other school officials, including teachers, within Molloy College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers or parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. {§99.31(a)(1).}
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. {§99.31(a)(2).}
- To authorized representative of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized





representatives to conduct any audit, evaluation or enforcement or compliance activity on their behalf, (§§99.31(a)(3) and 99.35).

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid or enforce the terms and conditions of the aid. {§99.31(a)(4).}
- To organizations conducting studies for, or on behalf of, the school, in order to (a) develop, validate or administer predictive test; (b) administer student aid programs; or (c) improve instruction. {§99.31(a)(6).}
- To accrediting organizations to carry out their accrediting functions. {§99.31(a)(7).}
- To parents of an eligible student if the student is a dependent for IRS tax purposes. {§99.31(a)(8).}
- To comply with a judicial order or lawfully issued subpoena. {§99.31(a)(9).}
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. {§99.31(a)(10).}
- Information the school has designated as “directory information” under §99.37. {§99.31(a)(11).}
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13).)
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. {§99.31(a)(14).}
- To parents of a student regarding the student’s violation of any Federal State or local law, or of any rule or policy of the school, governing the use or possession of alcohol

or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15).)

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

FERPA NOTICE ADDENDUM

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

CONFIDENTIALITY AND DIRECTORY INFORMATION

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

- Student's name
- Address (see policy explanation)
- Telephone listing (see policy explanation)
- Electronic mail address (see policy explanation)
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance (an academic year or semester, not

specific daily records)

- Grade level or classification
- Enrollment status (e.g., undergraduate or graduate, full-time or part-time, withdrawn or on leave)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors and awards received
- The most recent educational agency or institution attended
- Student identifications numbers (excludes passwords and PINS)

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

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

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

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

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



Regardless of the effect upon the student, Molloy College assumes no liability for honoring student's instructions that information be withheld.)

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

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

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

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

DIRECTORY INFORMATION IN THE CLASSROOM

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

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

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

obtained through the high school guidance office or by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540.

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

CRITICAL READING/WRITING PLACEMENT

All entering freshmen who score a minimum of 26 on the Reading subscore of the EBRW section of the SAT exam are exempt from reading courses. Those who score a 25 are required to take ENG 101 and pass the course with a minimum grade of “C”.

Students who score below 25 are required to take ENG 090. Students who pass ENG 090 but with a grade below “C” must take ENG 101; students who fail ENG 090 must repeat ENG 090.

Essay subscores from the SAT exam will be used for placement in writing courses. Students who do not score a minimum of 26 on the Writing and Language SAT section are required to take and pass ENG 100 with a grade of “D” or better; however, this requirement is waived for students who transfer in ENG 110.

Admissions

Freshmen

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

English	4
Foreign Language	3
Mathematics	3
Social Studies	4
Science	3

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

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

*Applicants who have been home schooled are required to take the GED/TASC exam and submit their score report for evaluation.

ENTRANCE EXAMINATIONS

Entrance examinations should include one of the following tests:

- Scholastic Achievement Test (SAT). Information may be





ENGLISH AS A SECOND LANGUAGE PLACEMENT TEST

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

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

MATHEMATICS ENTRANCE REQUIREMENT

All entering freshmen who do not score a minimum of 490 on the Math section of the SAT or a 19 on the Math section of the ACT are required to take and pass MAT 071, with a minimum grade of "C", before they may take any mathematics course for credit. Students who do not have a Math SAT or ACT score must take and pass a placement exam before they take any mathematics course for credit. Students who do not pass the exam must take and pass MAT 071, with a minimum grade of "C", before they may take any mathematics course for credit.

ADMISSIONS APPLICATION PROCEDURES

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

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

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

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

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

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

EARLY ACTION ON ADMISSION

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

EARLY ADMISSIONS FOR FRESHMEN

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

Admissions Requirements - Transfer Students

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

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

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

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

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

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

Transfer **education** applicants must have a minimum cumulative grade point average of 2.7 in previous college work in order to be accepted into Molloy's teacher certification programs (Childhood,

Adolescence and Special Education). Students who would be entering Molloy with more than junior status (64 credits) are encouraged to arrange for an interview with an Admissions Counselor in order to discuss possible program options. Education students must attend Molloy full-time days during Phase II and III of the teacher certification program.

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

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

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

TRANSFER OF COLLEGE CREDITS

Transfer students who have attended two-year colleges will be awarded credit for their previous coursework up to a maximum of 64 credits. Programs with established articulation agreements may





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

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

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

For all transfer students, the grade of "P" will be considered for transfer credit, to be used in the same way that the Pass/Fail rules at Molloy allow. The "P" grade must be the equivalent of a "C" grade at

the institution where the credits were completed to be considered unless, again, a degree was completed.

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

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

ADVANCED PLACEMENT EXAM TRANSFER CREDIT

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

CLEP EXAM TRANSFER CREDIT

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

For Spanish CLEP Exams, students may be awarded up to 12 credits depending upon their exam results. Students should submit their CLEP Exam results before taking Spanish courses at Molloy to be placed correctly into Molloy courses.

FRESHMEN TRANSFER OF COLLEGE-LEVEL WORK

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

International Students

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

International students who will 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.

Non-Matriculated Students

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

Readmission Policies

Students who stop attending college for two semesters or more or who submit the "Separation From College Form" to leave are considered "withdrawn - official exits" from the College.

Students away for two semesters from the College and wishing to return to Molloy must apply for readmission by submitting a **Readmission Application** with an application fee to the Admissions Office. (Students wanting to be on or approved for a temporary withdrawal for up to two semesters off may refer to "Academic Policies" for more information.)

Prior records that are kept by the Registrar's Office will be retrieved and processed for readmission. All outstanding transcripts must be forwarded to the Admission's Office for evaluation. Students who

have been withdrawn from Molloy for more than five (5) years must resubmit all of their credentials, as the original documents will no longer be on file. Molloy coursework and grades earned are kept permanently.

Readmitted Students: Readmitted students must be in good academic and financial standing in order to return to Molloy.

Readmitted students are required to meet existing admission standards and program requirements at the time of re-application. The statute of limitation for previously completed coursework, which is accepted for re-admission, is limited by each division. (See the "Degree and Graduation Requirements" section of the Catalog and each program's specific policies.)

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

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



Expenses

The College and its Board of Trustees reserve the right to adjust these charges to reflect economic conditions. All costs for tuition, room, board and fees, including course fees, are for the 2017-2018 academic year. The Bursar's Office can supply information on the changes in costs for 2018-2019 academic year once it becomes available in May of 2018.

LIABILITY AND STUDENT RESPONSIBILITY

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

HEALTH AND ACCIDENT INSURANCE

All full-time undergraduate students are required to carry Health and Accident Insurance*. This once-a-year fee is charged in the fall semester. If a student is currently covered by another policy of greater or equal value, the Molloy Insurance may be waived by completing an online waiver. Online waivers may be accessed in the "My Finances" tab of the Lion's Den Student Portal. Students must read and follow all the instructions on the online form. Waiver requests may be submitted via the web each Fall by **October 1st**. Waiver requests submitted after this deadline cannot be accepted. Health and Accident Insurance must be waived electronically each year if not desired.

New full-time undergraduate Spring students only: Students will be charged for Health and Accident Insurance on a partial year fee basis. This insurance may also be waived in the same manner as done in the Fall. For new Spring students only, online waiver requests must be completed and submitted via the web by **February 1st**. Waiver requests submitted after this deadline cannot be accepted.

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

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

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



International Students: International students who require insurance coverage in excess of the limits provided by the student accident and sickness plan, can request enrollment in a plan tailored to the international student. International students who wish to participate in the International Plan must complete an online enrollment form or contact the insurance company directly. The cost of the annual coverage will vary depending on the plan chosen. This plan is not underwritten by Combined Life Insurance Company of New York.

***All full-time undergraduate students of Molloy College are automatically charged for this coverage. Part-time students with at least 6 credits can request enrollment in the insurance plan. Part-time students who wish to participate in the plan should complete an online enrollment form or contact the insurance company directly. The cost of the annual coverage is \$2,605.00. The cost to enroll only for the Spring Semester is \$1,501.00.**

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 the student's tuition charges. This is a one-time payment. Continuing students and students returning within the limits of the permitted leave are excluded from making a deposit.

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

BURSAR HOLDS

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

UNDERGRADUATE EXPENSES

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

2017 - 2018:

TUITION (Payable Each Semester)

12 to 16 credits	<i>\$14,555.00</i>
Each additional credit over 16*	<i>\$965.00</i>
Below 12 credits (per credit)	<i>\$965.00</i>

GENERAL FEE
(Payable Each Semester)





12 or more credits	\$195.00
8 to 11 credits	\$120.00
4 to 7 credits	\$95.00
1 to 3 credits	\$65.00
REGISTRATION FEE (Payable Each Semester)	\$70.00
HEALTH AND ACCIDENT INSURANCE	
Annual rate (Fall) Approximately	\$2,605.00
Partial rate (Spring) Approximately	\$1,501.00
STUDENT ACTIVITIES (Payable Each Semester)	
12 or more credits	\$95.00
8 to 11 credits	\$63.00
4 to 7 credits	\$47.00
1 to 3 credits	\$32.00
(For complete breakdown of costs, see Student Affairs)	
TECHNOLOGY FEE (Payable Each Semester)	\$240.00

***Molloy College Honors Program students who register for up to 18 credits will be exempted from the "Each Additional Credit Over 16 Credits" charges up to 18 credits. This exemption for the "Each Additional Credit Over 16 Credits" charge does not apply to the students in the Business Honors Program.**

SUMMER NOTE: Students registering for Summer sessions are charged the General Fee and the Registration Fee for each

session (or summer subterm) for which the student registers into Summer courses. See the "Registration Guide" booklet for the fees schedule per session and the Refund Policies during the Summer.

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

2017 - 2018:

Fitzgerald Hall

ROOM RATES (Payable Each Semester)	PER SEMESTER	PER YEAR
Super Single	\$6,155.00	\$12,310.00
Double	\$5,385.00	\$10,770.00
Suite Single	\$5,860.00	\$11,720.00
Suite Double	\$5,525.00	\$11,050.00
Converted Triple	\$4,325.00	\$8,650.00

Maria Regina Hall

ROOM RATES (Payable Each Semester)	PER SEMESTER	PER YEAR
Single	\$5,915.00	\$11,830.00
Super Single	\$6,155.00	\$12,310.00

Double	\$5,385.00	\$10,770.00
Converted Double	\$4,750.00	\$9,500.00
Suite Single	\$5,860.00	\$11,720.00
Suite Double	\$5,525.00	\$11,050.00
Triple	\$4,510.00	\$9,020.00

Meal Plan charges are in addition to room charges:

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

MEAL PLANS (Payable Each Semester)	PER SEMESTER	PER YEAR
Gold Plan*	\$1,971.00	\$3,942.00
Silver Plan*	\$1,763.00	\$3,526.00
Bronze Plan	\$1,555.00	\$3,110.00

*NOTE: Freshmen must choose the Gold or Silver meal plan.

Residential Life Payment Policy: Dorm and Meal Plan charges must be paid in full by the student, prior to the move-in date. There are no payment plans available. Resident students are offered two types of payment options for their room and board charges. Both payment options require that the student makes payment in full, prior to the semester move-in-date:

- **Payment Option One:** Students have the option of paying out-of-pocket for their room and board charges by the semester bill due date.
- **Payment Option Two:** Students may request that their excess approved financial aid funds help cover all, or part of the costs of room and board. However, for financial aid funds to be considered, all financial aid documents must be in place, Master Promissory Note (MPN) signed, and loan approval received, by the Office of Financial Aid. **Students should inform the Office of the Bursar when choosing payment Option Two.**
- **Financial Aid Processing Tip:** When applying for Federal Direct Parent Loan (PLUS) and/or Alternative Student Loan (ALT), students and their parents are encouraged to apply for the PLUS and/or ALT loans at least 45 days prior to the start of the semester.

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

GRADUATE-LEVEL EXPENSES POLICY

Undergraduate students not in a Molloy dual degree program, who register for graduate-level courses will be charged at the graduate per credit tuition rate for graduate courses. See the Graduate Catalog for more details on the rate amounts.

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

12 to 16 credits.

Education students in the Five-Year Bachelor's/Master's Programs will be allowed to complete **three** designated graduate-level courses in the Spring of their junior year as part of the undergraduate flat tuition rate. (See the graduate courses in the Apprentice Semester of the Five Year Education Program requirements.) For the fourth and fifth years of the Five-Year Bachelor's/Master's Programs, graduate-level courses are charged at the graduate per credit tuition rate.

Graduate students registering for undergraduate-level courses will be charged at the undergraduate per credit tuition rate for undergraduate courses.

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

SPECIAL FEES

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

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

2017 - 2018:

FEES AND COSTS:	
Application Fee (Undergraduate): Nonrefundable	\$40.00
Reapplication Fee (Undergraduate): Nonrefundable	\$40.00
Tuition Confirmation Deposit: Non-refundable (New and readmitted students)	\$400.00
Housing Deposit for New In-Coming Residents: Non-refundable	\$500.00
Housing Deposit for Continuing Residents: Non-refundable	\$350.00
Graduation Application 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
Student Teaching Fee: (See course descriptions for fees)	Fees vary
Credit by Examination - Per Course:	\$200.00
Life Experience Fee - Per Course: (See Academic Affairs for more information)	\$300.00

Prime Charge - Per course:
 (Plus payment for any special course fees) See
 Special Molloy Programs, Centers and Institutes
 for details. \$50.00

Molloy Challenge Exams 1/3
 (Sitting Fee - \$100) Current
 Tuition

OTHER FEES AND COSTS:

See "Academic Policies and Procedures" *Varies*

Alumni Lifetime Scholarship for Auditors (All
 non-tuition fees are charged) See "Scholarships" *Varies*

Transcript Fee for All Students:
 (The fee for all transcripts \$5.00
 Official, student copy or additional copies sent to
 any address is \$5.00 per copy.)

Molloy College reserves the right to revise fees as necessary.

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

Room and Board (Off-campus, living with
 parent) \$4,722.00

Room and Board (Off-campus, not living with
 parent) \$9,436.00



Room and Board (<i>On-campus, resident students</i>)	\$13,895.00 (Average)
Books and Supplies	\$1,470.00
Transportation	(<i>Non-Resident</i>) \$5,940.00 (<i>Residents</i>) \$0.00 (<i>CAP 21 Residents</i>) \$1,800.00
Personal	\$3,864.00

*For further details contact the Office of the Bursar.

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

PAST-DUE BALANCE POLICY

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

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

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

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

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

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

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

To avoid having a Bursar Hold placed on the student's account, students may take the following steps:

- Complete all financial aid paperwork according to the filing deadlines. **(Failure to complete required financial aid documents in a timely manner causes delays in the awarding of student aid and will result in a past-due balance and a Bursar Hold)**
- Pay tuition and fees in full, in advance, if financial aid is not yet in place.
- Apply for loans (federal/private) before the payment due date.

- Arrange to have payment vouchers for Employer Tuition Deferral 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. In addition, a Late Fee, not exceeding \$15 may be imposed on any outstanding balance 60 days and older.

A late fee of \$15.00 may be imposed on any outstanding balance 60 days and older.

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

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

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

PAYMENT METHODS

On-line Secure Payments

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

Payments by Mail or In-Person

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

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

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

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

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

Monthly Budget Plan

Molloy College participates in a deferred payment plan through 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 is included in the information 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, RI 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 that the Office of the Bursar receives written authorization to bill the employer. The authorization must indicate that payment will be made upon receipt of the bill and that proof of payment and/or satisfactory grades are not required for payment. This authorization form must be submitted to the Office of the Bursar for processing each semester that the student is requesting employer billing. The Office of the Bursar must receive documentation prior to payment due dates as noted in this section under "Collection Policies and Guidelines."

Tuition Vouchers and Discounts

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

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

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

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

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

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

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

Note: Discounts will be adjusted in accordance to any withdrawal credits issued to the student account. All tuition deferrals, credits or discounts can only be applied to current semesters.

Office of the Bursar's Contact Information

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

Mail payments directly to:

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

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

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

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

REFUNDS

Credit balances are refunded to students in the form of a check, which is mailed to the student's primary address.

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

	DUE MOLLOY	REFUND
Before the beginning of the semester	0%	100%
Within the first week	0%	100%
Within the second week	25%	75%
Within the third week	50%	50%
After the third week	100%	No Refund

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

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

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

Special fees are not refundable. The effective date of withdrawal for refund, if any, will be the date when formal written notice



is filed with the 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 necessary. Special fees may be announced for special courses as need arises. Transcripts, degrees and related documents will be withheld until all financial obligations are settled. Student declaration of bankruptcy may not be a condition which releases these documents.

Students are liable for all costs in the collection of delinquent accounts and all applicable late fees.

NOTE: Deadlines for specific semesters are listed in the Registration Guides. Also, information regarding tuition and payments is available on the Molloy website at www.molloy.edu/about-molloy-college/offices-and-services/bursar.

TITLE IV AID WHEN A STUDENT WITHDRAWS

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

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

Students, who did not receive all of the funds earned may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, students may choose to decline the loan funds to avoid incurring additional debt. Molloy may automatically use all or a portion of the post-withdrawal disbursement (including loan funds, if the student accepts the funds) for tuition, fees and charges (as contracted with the school).

Some Title IV funds that the student was scheduled to receive cannot be **earned** once the student withdraws because of eligibility requirements. For example, a first-time, first-year undergraduate student must complete the first 30 days of a program before withdrawing to earn any Direct Loan funds.

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

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

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

Federal Title IV funds are returned in the following order:

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

For questions about the Title IV program funds, students can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the web at www.studentaid.ed.gov. Molloy's Office of Financial Aid can assist students with questions on the impact to financial aid awards and the consequences of stopping attendance during the term. The last date a student attends is the beginning of the 6 months grace period for loan or in-school deferments before repayments must begin.



Financial Aid

Financial assistance is available to students to help pay for their educational costs. Molloy College participates in the Federal and State financial aid programs, as well as offering Institutional support in the form of grants and scholarships. Financial aid is also available in the form of loans and work-study programs.

All students who wish to be considered for financial aid (including Scholarships) must file the Free Application for Federal Student Aid (FAFSA) or the FAFSA Renewal Application. Legal New York State residents who will attend full-time must also file the New York State Express Tuition Assistance Program Application (ETA) with New York State Higher Education Services Corporation (NYSHESC). The Tap Application can be filed electronically at www.tapweb.org after the FAFSA is filed with the Federal processor. To receive maximum consideration for the different financial aid programs, it is suggested students file their application for the following academic year as of October 1st. Priority consideration for institutional awards will be given to those students whose processed forms are received by May 1st. Students must re-apply for financial aid every academic year. Renewal of awards is not automatic.

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

Federal Aid Programs

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

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

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



FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY

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

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

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

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

ROBERT C. BYRD HONORS SCHOLARSHIPS: Federally funded merit-based scholarship awarded to academically talented high school seniors who are New York State residents and plan to attend any approved institution of higher education in the United States. The scholarship provides \$1,500 per year and is renewable up to 4 years dependent on federal funding. To be eligible for this award, the applicant must be a high school student who will receive a high school diploma or GED during the academic year and who plans to enroll in an institution of higher education. Interested students must see their high school guidance counselors for application information. Payment will be made by the New York State Higher Education Services Corporation.

NATIONAL SCIENCE SCHOLARS PROGRAM: Federally funded merit-based scholarship awarded to students for study in the fields of math, science or engineering. The scholarship provides up to \$5,000 per year depending on the annual federal budget. For additional information, applicants should contact their high school guidance counselors or the New York State Education Department.

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

FEDERAL PERKINS LOANS: This federal loan program is administered by the college for students who demonstrate financial need as determined by filing the FAFSA and also based on available funding from the Department of Education.

Amounts: The loan amount is determined by the college within federal limits. The maximum annual loan limit for first and second year students is \$5500 with an aggregate limit of \$11,000. For third and fourth year undergraduates the loan limit is \$5500 annually with an aggregate limit of \$27,500. Graduate students may borrow up to \$8,000 annually with an aggregate limit of \$60,000.

Repayment: Repayment and interest charges of 5% begin nine months after the student ceases to be enrolled at the institution. Provisions for deferments or cancellation are available to students who enter specified types of service. For more information on deferment and cancelation provisions, contact the Financial Aid Office.

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

Annual Loan Limits—Subsidized Direct Loan

1st Year	\$3,500
2nd Year	\$4,500
3rd Year	\$5,500
4th Year	\$5,500

Annual Loan Limits—Unsubsidized Direct Loan
(less amount in Subsidized Direct Loan)

	Dependent	Independent
1st Year	\$5,500	\$9,500
2nd Year	\$6,500	\$10,500
3rd Year	\$7,500	\$12,500
4th Year	\$7,500	\$12,500
Graduate/professional		\$20,500

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

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

FEDERAL DIRECT PARENT PLUS LOANS (Undergraduate Student):

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

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

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

FEDERAL DIRECT PARENT PLUS LOANS (GradPLUS):

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

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

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

CONSOLIDATION LOAN: A loan is considered a consolidation loan when an eligible lender pays off existing student loans and creates one new loan. Loans are eligible for consolidation if existing loans total at least \$7,500. Loans must be in repayment (or have entered a grace period)

before they can be consolidated. If a loan is in default, the loan can be consolidated only if, before applying for consolidation, satisfactory repayment arrangements have been made with the holder of the loan. The interest rate on a consolidation loan depends on the interest rates of the loans consolidated. The repayment period is from 12 to 30 years, depending on the amount to be repaid. All student loans are eligible for consolidation, except for Federal PLUS loans made before October 17, 1986. Note that consolidation does not increase existing loan limits.

NY State Financial Aid Programs

TAP: The Tuition Assistance Program (TAP) is a grant program for New York State residents attending college in the State.

Undergraduate: Undergraduate students are eligible for up to 4 years of TAP for full-time study or up to 5 years in programs approved as 5 year bachelor degree programs by the NYS Commissioner of Education or approved programs such as EOP, HEOP, SEEK or CD.

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

- Be enrolled as a full-time student (at least 12 credits) with all 12 credits applicable to the student's declared program of study
- Have a **NYS net taxable income** not exceeding the income limits for this program





- Be a resident of New York State
- Be either a U.S. citizen, permanent resident alien, conditional entrant or refugee
- Be matriculated in an approved program of study and be in good academic standing
- Be charged a tuition of at least \$200.00 per year
- Not be in default on a guaranteed student loan, or have made the required payments under the Renewed Eligibility for Financial Aid program

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

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

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

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

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

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

Students may estimate the amount of their TAP awards by using the maximum annual TAP award or tuition charge, **whichever is less** (use the following charts to find maximum award amounts). That figure is **reduced** according to the amount of prior-year **family net taxable income**. Family net taxable income includes the parent's and, if married, the spouse's income less deductions and exemptions. The student reports this income on the financial

aid application. The higher the income reported, the lower the award will be. Students cannot receive more than the tuition charged by the student's school.

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

Maximum Annual Award	Family Net Taxable Income Cannot Exceed
\$5,165	\$80,000

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

Maximum Annual Award	Student Net Taxable Income Cannot Exceed
\$3,025	\$10,000

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

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

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

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

PART-TIME TAP

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

Entering Freshmen - Eligibility

To be eligible for PT-TAP a student must:

- Be a first-time freshman in the 2006-07 academic year or thereafter;
- Have earned 12 credits or more, at an approved

institution of two consecutive semesters (one time requirement);

- Have a minimum cumulative "C" average;
- Be taking at least six (6), but fewer than twelve (12) credits per semester (at least four (4), but fewer than eight (8) credits per trimester/quarter).

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

Transfers - Eligibility

To be eligible for PT-TAP a student must:

- If the student is a transfer student, either Admissions or Registrar will be responsible for checking the student's transcripts to ensure that the student was 12 credits or more at an approved institution in each of the two consecutive semesters. This information will then be given to the Bursar via email.
- Have a minimum cumulative "C" average;
- Be taking at least six (6), but fewer than 12 credits per semester (at least four (4), but fewer than eight (8) credits per trimester/quarter).

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

Part-Time Credits

Semester Schools

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

Points Accrual for Part-time TAP Payments		
Credits	Semester Schools	
	Percent of Full Award	Points Accrued
6	50.00%	3
7	58.34%	3.5
8	66.67%	4
9	75.00%	4.5
10	83.34%	5
11	91.67%	5.5

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

Income Limits: The following income limits are in effect:

- Dependent students or independent students who

have dependents other than a spouse, net taxable income cannot exceed \$50,500.

- Independent students with no dependents other than a spouse, net taxable income cannot exceed \$34,250.

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

For more information on this program call U.S. Department of Veterans Affairs 1.800.442.4551. You may also contact the Financial Aid Office at 516.323.4200.

VETERANS TUITION AWARDS: Provides awards for full-time and part-time study to eligible veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State.

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

NYS REGENTS AWARDS FOR CHILDREN OF DECEASED AND DISABLED VETERANS: Provides \$450 per year to students whose parent(s) served in the U.S. Armed forces during specified periods of time and died as a result of such service, was discharged under other than dishonorable conditions and suffers a 40% or more disability as a result of such service,

is now deceased and suffered a 40% or more disability as a result of such service, is classified as a former prisoner of war, or is classified as missing in action. The veteran must be a current New York State resident or have been a New York State resident at the time of death or classification as missing in action.

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

For additional information on New York State Scholarships visit the website at www.HESC.com or call 1-888.697.4372.

Scholarship and Award Funds

REGENTS AWARDS FOR CHILDREN OF DECEASED AND DISABLED VETERANS: Up to \$450.00 may be awarded yearly for full-time study in the State.

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

REGENTS PROFESSIONAL OPPORTUNITY SCHOLARSHIPS: Up to \$5,000.00 may be awarded yearly in certain qualifying professions for full-time study in New York State. The student must agree to practice for 12 months in a chosen profession in New York State for each annual payment received.



NEW YORK STATE HEALTH SERVICE CORPS

SCHOLARSHIPS: Up to \$10,000 a year for four years. The student must agree to practice in a designated state-operated or non-for-profit facility for 18 months for each year of aid received.

Progression Requirements for Financial Aid

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

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

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

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

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

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

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

Calendar Semester (Non-remedial Students)

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

Calendar Semester (Remedial Students)

Payment Number	1st	2nd	3rd	4th	5th	6th	7th	8th	9th*	10th*
Credits Earned	0	3	9	21	33	45	60	75	90	105
GPA	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

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

For students who received New York State Tuition Assistance (TAP) for the first time beginning in the 2015-2016 academic year and forward, please visit: www.molloy.edu/admissions/financial-aid.com for additional information. Students who have lost eligibility for a state award due to failure to meet the academic progress requirements in a given semester will lose TAP eligibility for the following semester. If this occurs, eligibility will be reinstated at the time the student again meets the requirements. A one-time waiver is given if



an extenuating circumstance occurred which affected the student’s academic performance. For example: The student had a serious illness or death in the family. Details on how to apply are available in the Financial Aid Office.

FEDERAL FINANCIAL AID ACADEMIC PROGRESS REQUIREMENTS:

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

Academic Year	1	2	3	4	5	6
GPA	1.8	2.0	2.0	2.0	2.0	2.0

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



attempted credits. For more information, contact the Financial Aid Office at 516.323.4200.

- “Successfully completed” is defined as having received grades of “A”, “B”, “C”, “D” or “P”. Grades of “F”, “W”, “WA” or “WF”, “I” or “NA” do not constitute a successful completion. The credit equivalency of remedial classes will be considered in determining progress for those students who are required to enroll in remedial classes.
- Starting in 2011-2012, as per new Federal regulation, a student who fails to meet one or more of the satisfactory academic progress requirements will lose their eligibility to receive financial aid. A student who has lost eligibility for financial aid due to failure to meet the academic progress requirement will regain eligibility when it has been determined that they are again meeting the standards.
- A student who fails to meet one or more of the satisfactory academic progress requirements will be placed on financial aid probation for the subsequent semester. A student who fails to meet the academic progress requirements at the end of the probationary period will lose his/her eligibility to receive financial aid. A student who has lost eligibility for financial aid due to

a failure to meet the academic progress requirements will regain eligibility when it has been determined that the student is meeting these standards.

- A student who loses his/her eligibility may appeal this determination if there are serious circumstances which affected the student’s performance. For example: a serious illness or a death in the family. A student who wishes to apply for an appeal must submit a letter detailing the special circumstance along with substantiating documentation to the Financial Aid Office.
- A student may not exceed 150% of the time required to complete his/her course of study.
- A student may receive aid for a maximum of 4 classes being repeated because they failed to achieve a satisfactory grade in the class.

Scholarships

Institutional Scholarships

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

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

ALUMNI LIFETIME SCHOLARSHIPS: Graduation for Molloy students is truly a commencement. After receiving their degree, graduates may return as often as they choose, on a space available basis, to audit courses in the level in which the degree was awarded. With the payment of general, registration and course fees, alumni are forever welcome at Molloy. Growth, recreation and enhancement of the person are lifelong endeavors, totally congruous with Molloy’s “life-time scholarships.” Records of courses that have been audited will be retained and included on the student’s transcripts to be issued upon written request and submission of appropriate fee. At no time will credit be granted for audited courses. Registration is not allowed in the professional

courses, such as those involving fieldwork or clinicals.

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

DOMINICAN ACADEMIC SCHOLARSHIPS: These partial tuition scholarships, ranging from \$4,000.00 to \$20,000.00, are based on academic achievement. Recipients must be first semester full-time freshmen who must maintain at least a 3.0 cumulative index for a maximum of 8 consecutive semesters for renewal. Recipients must also file the required financial aid applications annually for renewal of this scholarship. Application deadline: March 1st.

EAGLE SCOUT AWARD SCHOLARSHIP: This scholarship of \$1,000.00 per academic year is awarded to a freshman candidate who is an Eagle Scout Award recipient from the Long Island region. Molloy College is proud to offer this special incentive award to a talented young man to encourage educational success.

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

GIRL SCOUT GOLD AWARD SCHOLARSHIP: This scholarship of \$1,000.00 per academic year is awarded to a freshman candidate who is a Girl Scout Gold Award recipient from the Long Island region. Molloy College is proud to offer this special incentive award to talented young women to encourage educational success.

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

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

MOLLOY COLLEGE SCHOLAR'S PROGRAM: A limited number of full tuition scholarships are available for entering full-time freshmen. Awards are based on academic achievement and college aptitude test scores. These awards are competitive. Minimum eligibility requirements for consideration are a 95% high school average and either a minimum score of 1280 combined from critical reading and math or a 28 on the ACT. Students must maintain a minimum cumulative index of 3.5 for a maximum of 8 consecutive semesters taking a maximum of 16 credits each semester for renewal. Recipients must also file the required financial aid applications annually for renewal of this scholarship. Application deadline: Dec 15th.

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

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

Dual degree program for transfer second-degree students: Scholarships of \$1,000 are awarded to students who are eligible for the undergraduate Transfer Scholarship for the first two years of attendance. Student must transfer in a cumulative average of at least a 3.5 and attend on a full-time basis (a minimum of 12 credits per semester).

Dual degree program for transfer registered nurses: Scholarships of \$1,000 are awarded to students who are eligible for the undergraduate Transfer Scholarship providing they meet the basic criteria for the award. The student must be full-time (a minimum of 12 credits per semester) and transfer a cumulative average of at least a 3.5 for consideration of this scholarship.

Renewal of the scholarship in the dual degree programs is contingent upon maintaining the cumulative GPA designated upon receiving the scholarship and attending on a full-time basis. Recipients must also file the required financial aid applications annually for renewal of this scholarship. The financial aid office reserves the right to withdraw a student from consideration of the scholarship if he/she is not meeting the basic criteria outlined above. Additionally, recipients may not simultaneously receive a graduate assistant award and a Transfer Scholarship.

TUITION REDUCTION FOR RELATIVES ATTENDING: A reduction in tuition of \$1000 granted to the lower classman attending full-time when more than one member of the immediate family, living in the same household, is already enrolled as a full-time student in the college.

Funded Scholarships for Incoming Students (through Admissions)

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

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



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

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

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

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

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

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

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

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

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

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

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

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

JULIUS AND MARY PINZ POETRY SCHOLARSHIP: This scholarship is awarded to students with a cumulative index of 3.3,

an English major and have demonstrated financial need.

LEIDNER SCHOLARSHIP: This scholarship is awarded to an incoming first year student. Award amounts vary; renewable annually.

LOUIS AND PAULINE CESTARI SCHOLARSHIP: This scholarship is awarded to an incoming freshman with the strongest qualifications weighted on the merits of scholastic achievement (50%) and community service (50%).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

THERESA M. HUGHES FAMILY SCHOLARSHIP: This scholarship is awarded to a Biology major who is facing hardship or difficulties in achieving their degree. The student is also a parent returning to school and facing financial hardship.

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

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

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

Funded Scholarships for Continuing Students (through Financial Aid)

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

ALOYSIUS J. GABRIEL MEMORIAL SCHOLARSHIP: This scholarship is awarded to a continuing student who has exhibited the greatest strides or has overcome difficulties in Accounting I. Award amounts vary; one-time scholarship.

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

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

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

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

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

E. KILCULLEN SCHOLARSHIP: This scholarship is awarded to a non-traditional age (25 and older) junior or senior student returning to college later in life.

FRANCES A. GABRIEL MEMORIAL SCHOLARSHIP: This scholarship is awarded to a full-time Accounting major who has demonstrated financial need. Award amounts vary; one-time scholarship.

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

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

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

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

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

KAREN P. SCIOLINO SCHOLARSHIP: This scholarship is awarded



to a full-time nursing junior who has demonstrated need and has a certain minimum cumulative index. Award amounts vary; one-time scholarship.

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

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

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

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

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

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

NYCB FOUNDATION NURSING SCHOLARSHIP: Scholarship recipients will be non-traditional aged minority nursing students at the advanced Baccalaureate or Graduate level.

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

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

ROSALIE GOFFNER GERONTOLOGY SCHOLARSHIP AWARD: This scholarship is awarded to a junior year Sociology major who continues to demonstrate a creative holistic application of gerontological theory and who continues to reach for more knowledge in the theoretical aspects of human development and aging. Applicants must be Sociology majors. Award amounts vary; one-time scholarship.

ROSE LICAUSI CIAMPA '61 FAMILY FOUNDATION SCHOLARSHIP: Awarded to students majoring in Education and Nursing with evidence of demonstrated need and a 3.3 GPA.

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

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

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

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

THERESA M. HUGHES FAMILY SCHOLARSHIP: This scholarship is awarded to a Biology major who is facing financial hardship and/

or is a Nursing major who serves as a caregiver in their family.

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

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

Funded Scholarships for Continuing Students

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

BEATRICE M. DUFFY MEMORIAL SCHOLARSHIP: This scholarship is awarded to a senior enrolled in Molloy's Undergraduate



Education Program who has shown great interest and desire in pursuing a career as an educator. The student will also be working in a school as a student teacher during their Phase II semester. Application is made through the Division of Education.

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

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

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

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

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

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

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

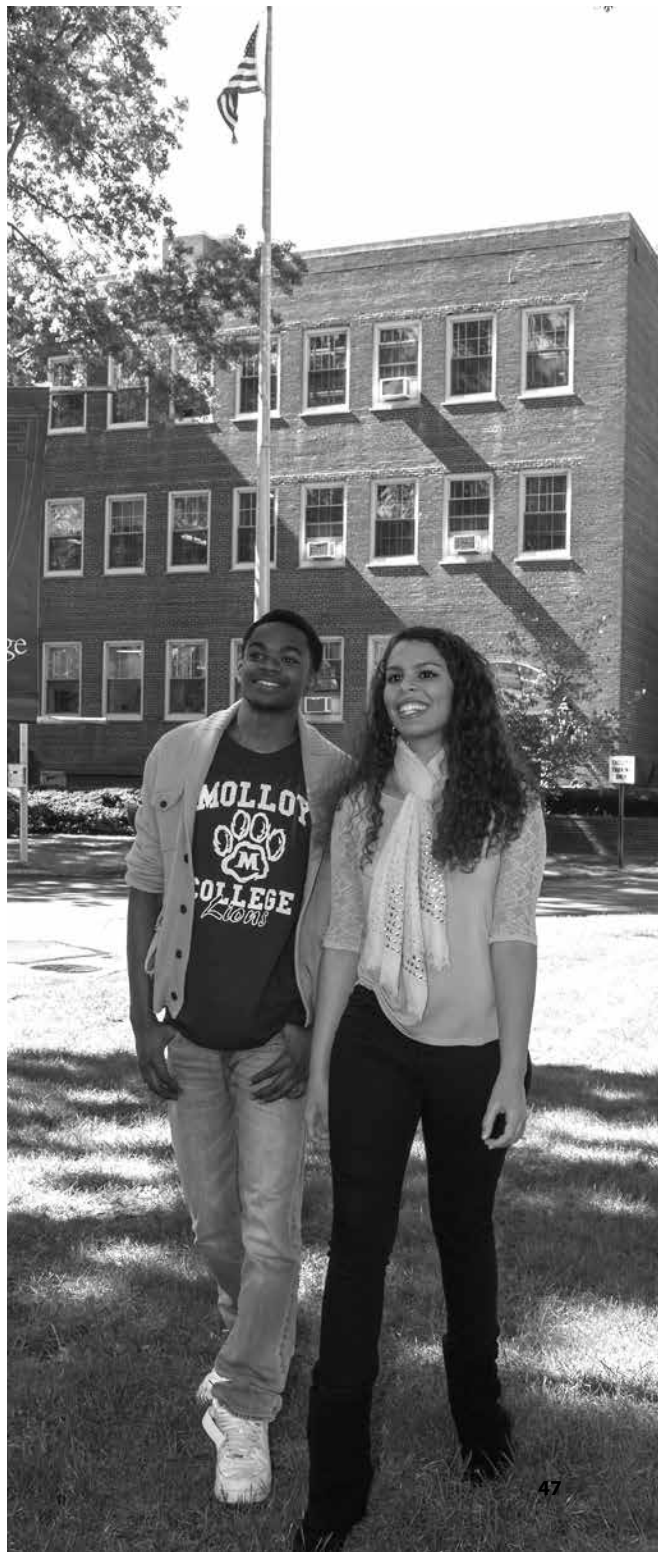
NUCLEAR MEDICINE SCHOLARSHIP: This scholarship is awarded to a Nuclear Medicine student entering into the second year of the program who has demonstrated financial need.

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

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

RUGBY CLUB SCHOLARSHIP FUND: This scholarship is awarded to a continuing student having completed at least 30 credits

at Molloy College. Student must have a cumulative index of at least 2.5 and demonstrate a commitment to the core values of





Molloy College and the Rugby Football Club: honor, passion and dedication. The recipient selected by Rugby coaches.

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

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

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

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

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

Funded Scholarships for Honors Convocation

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

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

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

JOSEPH AND DIANE HAVLIK SCHOLARSHIP: This scholarship is awarded to a student enrolled in evening classes, working full-time

and pursuing a career in Social Work. Application is made through the Social Work Department. Applicants can re-apply for a second year.

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

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

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

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

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

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

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

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

Funded Scholarships for Award on Class Night

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

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

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

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

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

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

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

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

Student Solution Center

The Student Solution Center is a "one-stop shop" where students can get answers to questions related to registration, billing and financial aid, with an emphasis on exceptional customer service. The SSC team is cross-trained and committed to providing students with accurate information to keep their college career on track. The Center offers workshops 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!

Office of Blended/ Online Learning and Student Success

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

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

Academic Services

Molloy College teaches self-reliance in a supportive environment. The college's academic services are designed to help students improve their skills and course content understanding, develop writing abilities, receive assistance for particular challenges and become successful college scholars.

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

Molloy College provides a supportive environment for any student with documented disabilities or chronic illness 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 requesting accommodations and services must contact the DSS/STEEP office to initiate the process. Documentation from a qualified professional is required to support the request. 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 instructors to discuss accommodations and to explain how his or her 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 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. Feel free to 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.

STAP—St. Thomas Aquinas Program

The St. Thomas Aquinas Program (STAP) provides service to undergraduate students who have academic profiles that fall below traditional admissions standards, but still exhibit a high potential for success at the collegiate level. Entrance into the program is determined by the Office of Admissions upon evaluation of an incoming student's academic profile.

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

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

The Writing Center

The Molloy Writing Center supports the development of writing skills for Molloy undergraduate, graduate and doctoral students. Professional consultants assist students with their papers in the various subject areas, 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 on-line appointments are also available for off-campus consultations.

TRiO Program—Student Support Services

The TRiO Program is the designation for the federally funded Student Support Services Program at Molloy College. The goal of the TRiO Program is to assist eligible students in achieving their educational objective. It represents Molloy's commitment to the attainment of education for all students regardless of race, ethnic background or economic circumstances.

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

- Families qualify as low income

- First generation college students
- Have a physical or learning disability

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

Tutoring Services Program

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

Students receive two kinds of assistance:

Improvement	When failing a course or below "C" in a major field.
Supplemental	When passing a course but in need of reinforcement or clarification in particular aspects of the course work.

Academic Tutors fall into three categories:

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

Veteran's Information

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

Admissions

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 GI Bill students' enrollments, program changes, withdrawals, and graduations are certified by the Office of the Registrar to the VA. Eligible GI 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, and 1606.

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: Maureen Cinturati, Bursar's Veterans' Representative, at 516.323.4101.

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

Full-time Definition for Veteran Reporting in Short Terms

For Chapter 33, Molloy defines Full-time (FT) reporting based upon the graduate/doctoral-level of nine credits being considered Full-time and upon the Academic Calendar for non-standard terms that are shorter than a semester of 15 weeks in Summer and Intersession. Fall and Spring terms that do not run the full semester will be handled as noted. The VA will calculate the equivalent number of credits to determine the rate of pursuit, which will be 100% based on this list. Molloy defines Full-time as follows:

- Intersession: 8-10 days for 3-4 credits is Full-time.
- Summer Long: 14 weeks for 9 credits or more is Full-time.
- Summer Long I: 5 weeks for 3-4 credits or more is Full-time.
- Summer Long II: 5 weeks for 3-4 credits or more is Full-time.
- Summer Long III: 7 weeks for 5 credits or more is Full-time.
- Summer Long IV: 7 weeks for 5 credits or more is Full-time.
- Summer Short: 8-10 days for 3-4 credits is Full-time.
- Summer I: 4 weeks for 3-4 credits or more is Full-time.
- Summer II: 4 weeks for 3-4 credits or more is Full-time.
- Fall I: 7 weeks for 5 credits or more is Full-time.
- Fall II: 7 weeks for 5 credits or more is Full-time.
- Spring I: 7 weeks for 5 credits is Full-time.

- Spring II: 7 weeks for 5 credits is Full-time.

For Half-time reporting in short terms, credits will be calculated on the VA calculator.

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 both Windows and Macintosh computers 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 contact Registrar at 516.323.4300.
- Student lounges, each containing a printer, also provide computer availability and can be found in the following locations:

- Kellenberg Hall Basement

- Casey Center - 1st Floor

- Wilbur Arts Center Basement

- Maria Regina Hall Rec Room (Residence Hall Students Only)

- Fitzgerald Hall - 1st, 2nd & 3rd Floors (Residence Hall Students Only)

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

To enhance the educational experience, students are required to have a Molloy College LIONS account and are automatically assigned one 24 - 48 hours after registering; this account is used

to access campus computers, e-mail, Wi-Fi, Lion's Den and Canvas. Further information can be found in the "Student Technology Guide" located on the Lion's Den homepage: <https://lionsden.molloy.edu/ics>.

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

Library

The James E. Tobin Library is located on the second floor of Kellenberg Hall and is open to all members of the Molloy College Community. Molloy's ID card serves as the library-borrowing card and provides off campus access to database resources.

Library hours for the Fall and Spring Semesters are: Monday-Thursday 8am-10pm; Friday 8am-8pm; Saturday 10am-6pm; and Sunday 12pm-8pm. Please contact the library for hours during intersessions and summer semesters, or consult the library home page. Reference Librarians and chat services are available during all library hours for assistance with research.

In addition, a reference librarian is available 2 evenings per week at the Suffolk Extension Center and students from any location are welcome to request individual instruction sessions with a librarian via an online form. Students have access from both on and off campus to an extensive collection of databases and other electronic resources including e-books and streaming media. There is also a fully automated system where faculty can place materials on reserve, making them readily available to large numbers of students to use within a limited time period.

Regarding materials that may be either unavailable or not held in the collection, students and faculty can borrow books and articles via Molloy's Interlibrary Loan system, or leverage the Library's Research Loan Program (RLP).

The library's patron services area contains print journals and also houses a wide range of educational videos and DVDs. Video, audio and microfilm equipment are also provided in this location, including 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.

There are twelve research computers in the Main Reference Room of the library and three library instruction rooms. Two of the labs offer a total of thirty-eight computers available for student usage when library classes are not in session. Over forty computers are available in the Information Commons, which is located on the second floor of the Public Square building. This space also contains four study rooms that can be reserved in advance. The first floor of the library offers both a quiet and group study area. This space contains four group study tables, four laptop study tables, twenty-eight single carrels, and a phone charging station.

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 (Route 110). Proceed south on Route 110 for approximately 3.5 miles. Look for signs pointing to Republic Airport, which is Grumman Lane - turn left at the light. * See above.

International Education

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

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

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

INTERNATIONAL EDUCATION SHORT-TERM PROGRAMS

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

October 2017	Medical Mission: Jamaica
January 2018	Galapagos: Experience Wild Life
January 2018	Portugal: Land of the Explorers
March 2018	Destination Central Europe: Bratislava and Krakow
March 2018	Barcelona: Culture, Politics and Art of the 20th Century
March 2018	Service Learning Project: New Orleans
April 2018	Euroweek
April 2018	Medical Mission: Jamaica
May 2018	Freshman Honors: Global Seminar Salzburg, Munich, Vienna
May 2018	Business Honors: Economic Cultures of Finland and Estonia
May 2018	Iceland: Ecology and DNA
May 2018	Japan: Land of the Rising Sun
June 2018	Service Learning Project: Lakota Nation
July 2018	Language Immersion: Léon, Spain
August 2018	Language Immersion: Siena, Italy
October 2018	Medical Mission: Jamaica
January 2019	Sicily: The Ancient Past
March 2019	Rome and Florence: The History and Art of Renaissance Medical Diagnosis
March 2019	Germany in the 20th Century
March 2019	Medical Mission: Jamaica
March 2019	Service Learning Project: New Orleans
May 2019	Comparative Education: Helsinki, Finland
June 2019	Media and Communication in Lyon, France
May 2019	Freshman Honors: Global Seminar Salzburg, Munich, Vienna
May 2019	Business Honors: Economic Culture of Russia
July 2019	Language Immersion: Léon, Spain
August 2019	Language Immersion: Siena, Italy

INTERNATIONAL EDUCATION SEMESTER PROGRAMS

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

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

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



INTERNATIONAL EDUCATION OFFICE

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 the Public Square, Room 330.

Campus Organizations and Clubs

African-American Caribbean Organization (AACO)
American Red Cross Club
American Sign Language Club
Anime Club
Art Club
Arts and Crafts Club
Biology Club
Bowling Club
Break the Silence Club
Business & Accounting Club
Career in Sports Club
Chess Club
Circle K Club

Club Italia
CLuB TRiO
Colleges Against Cancer
Education Club
Entrepreneurship Club
Gaelic Society
Gaming Club
Gamma Society - Nuclear Medicine Club
Golf Club
HerCampus
Hillel Club - Jewish Student Union
History & Political Science Club
Intramural Club
Impact Magazine
Investment Club
LEAD Club
Lioness Steppers
Lions Consulting Club
Literary Magazine
Lions Poetry Cafe
Love Your Melon Club
Mathematics & Computer Studies Club (MACS)
Model United Nations
Molloy Forum (Newspaper)
Molloy Life Media
Molloy Mock Trial / Moot Court Club
Molloy Nursing Student Association (MNSA)
Molloy Performing Arts Club
Molloy Student Government
Music Education Club
Music Therapy Club
National Student Speech, Language and Hearing Association (NSSLHA)
Not for Sale Club
PAWS - People for Animal Welfare
Philosophy Club
Ping Pong Club
Pre-Health Club
Psychology and Counseling Club
Respiratory Therapy Club
Men's Rugby
Social Work Club
South Asian Cultural Exchange
Spectrum Club (LGBTQ)
Student Veterans of Molloy
Ultimate Frisbee Club
Union Hispana de Molloy
Youth for Christ Club, B.A.S.I.C.

Athletics

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

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

Fees—Molloy Student Association

Fees entitle the student to most campus activities at no cost. See the "Expenses" section of the catalog for the amount of fees.

Student Health Services

The Student Health Services office is located on the third floor of the Kellenberg Hall, Room 310. A nurse is available daily for student

needs. In an emergency, dial 11 for Public Safety. Information sessions regarding healthier lifestyles are offered throughout the year.

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

Please Note: For students planning to reside on campus:

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

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



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

*Molloy College has arranged to make available a Student Accident and Sickness Insurance Plan. All full-time undergraduate students of Molloy College are automatically charged for this coverage. Enrollment in this plan is mandatory for all full-time undergraduate students. If a student elects to waive this coverage, the student must complete the waiver form via the internet in the Lion's Den Student Portal at <https://lionsden.molloy.edu/ics> or from the Allen J Flood website at <https://mystudentmedical.com>. Waiver notifications must be filed by October 1st each Fall, to avoid the annual charge. Students entering for the first time in the spring, must file the waiver notification by February 1.

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

For all insurance questions, please call the insurance company at 1-800-734-9326 Ext. 9260.

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

Housing

Molloy has two residence halls - Fitzgerald Hall and Maria Regina Hall. Housing at Molloy College is limited and although every effort will be made to secure students a room and honor their preferences, there is no guarantee. Molloy reserves the right to assign students on the basis of space availability and established policies. Molloy College provides room and board accommodations without discrimination. Applications for housing can be found on the Molloy College website.

For students who require housing off campus, some housing opportunities are available in local private homes. A list of rentals is available in the Office of Residence Life.

The Career Center

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

- Career counseling
- Vocational interest testing
- Internship opportunities for all majors
- Professional development workshops
- Resumé, interviewing and job 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 9:00am to 5:00pm and by appointment. Individual appointments may be arranged at the student's convenience.

Student Personal Counseling Service

The Student Personal Counseling Service offers short-term solution focused mental health counseling to the students of Molloy College. All services are free and are completely confidential. Counseling is conducted in a one-on-one setting or as a group. Some issues that are common in a college setting are stress management, time management, addictions, alcohol/drug use, bereavement, family problems, balancing school/work life, self-esteem, relationships, anxiety and academic performance issues to name a few.

The mission of the Personal Counseling Service is to help students enhance their academic and personal well-being. The student and counselor will develop strategies to address specific goals, and then determine the length of time necessary to resolve these concerns.

The Center maintains a full range of mental health services including:

- Crisis intervention
- Individual counseling
- Group counseling
- Wellness workshops and on-campus trainings
- Consultation and referrals.

For questions or appointments, please contact the main number at 516.323.3484. The office is located in Kellenberg Hall, Room 207 and services are available Monday through Friday with day and evening hours. Please check out the Center's webpage for more information about office hours and services.

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. Campus Ministries is also there to help people through the tough times in life. All are welcome to come to Campus Ministries for help. Campus Ministries offers people the chance to live out their faith life and to enjoy the company of the many other good people at the College.

Sacred Heart Chapel is located behind Fitzgerald Residence Hall.

It is open so that people can stop in and pray and reflect for a time during their day. Liturgy is celebrated Monday through Friday at 12:15 pm and at 8:30 pm on Sundays when school is in session. Proud of and devoted to Molloy College's Catholic Mission and Dominican Charism, Campus Ministries welcomes all people of good will to take part in chapel services.

Public Safety

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

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

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

The shuttle pickup on campus is located in Kellenberg Circle. The Hempstead Bus Terminal pickup area is located on the corner of W. Columbia Street 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.

Special Molloy Programs, Centers and Institutes

CENTER FOR ENVIRONMENTAL RESEARCH AND COASTAL OCEANS MONITORING (CERCOM)

CERCOM, is a field station supporting the BS in Earth and Environmental Studies and all the sciences in the BCES department through scientific research, hands-on fieldwork in the sciences and a comprehensive environmental monitoring facility of Molloy College and is located on the Great South Bay at the historic Blue Points Oyster Hatchery in West Sayville. CERCOM is committed to advancing knowledge and developing solutions to environmental problems in coastal ecosystems through a network of group-

cooperative monitoring activities, Horseshoe Crab captive breeding programs, and research. In partnership with monitoring networks at the federal, state, local and international levels, CERCOM provides the data necessary to implement ecosystem based management recommendations which assure the long-term health of estuarine environments on Long Island while focusing attention on the ecosystem of health of estuarine environments worldwide and an active internship opportunity for science students.

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

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

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

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 through leaders able and willing to serve as trustees, leaders who act with integrity on behalf of the common good, with passion and a deep sense of urgency, to strengthen and transform our region for our future and for our children's future.

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

INSTITUTE FOR INTERFAITH DIALOGUE

The Institute, in keeping with the mission of Molloy College, provides a forum for the community to share beliefs, to express concerns, to discover similarities, and to respect differences. The programs are presented to celebrate diversity and build a road towards fellowship between all faiths. We invite the community to hear distinguished speakers from far and wide, as well as from Molloy College faculty. They will present provocative insights and a platform for diverse opinions. All programs bring knowledge of faiths other than one's own, in order to diminish prejudice and misunderstanding.

There is no charge for most of the events and all are welcome to learn in this intellectual, spiritual, ecumenical and friendly environment.

For further information and a brochure, please call Marion Lowenthal, Director, Special Programs 516.323.3941 or 323.3940 or email at mloenthal@molloy.edu. You can find us on the Molloy College website at www.molloy.edu and go to the links.

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 Marion W. Lowenthal, Director of Special Programs, at 516.323.3941 or 323.3940.

ROTC—RESERVE OFFICER'S TRAINING CORPS

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

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

MOLLOY COLLEGE SCIENCE AND MATHEMATICS EDUCATION INSTITUTE

The Science and Mathematics Education Institute was established to serve K-12 science and mathematics education community on Long Island. Given that the ever-changing nature of today's global society demands that learners of all ages search for truth through critical thinking, reflection and dialogue, the Institute will:

- Serve in an advisory capacity to make the services

provided by higher education programs ever congruent with the changing needs of the K-12 science and math education community.

- Encourage diverse K-12 science and math educators to apply and participate in formal and informal programs, coursework and conferences.
- Promote Molloy College as a way to meet pre-service and professional development goals.

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

MOLLOY COLLEGE SPECIAL COLLECTIONS

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

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

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

SERVICE-LEARNING PROGRAM

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

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.

SISTER MARY CELESTE BECK SERIES

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

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

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

SUSTAINABILITY INSTITUTE

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

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

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

Academic Policies and Procedures

LENGTH OF PROGRAMS/PROGRESSION FOR DEGREE COMPLETION

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

Associate in Arts	2 years
Associate in Applied Science	2.5 years
Bachelor of Arts	4 years
Bachelor of Fine Arts	4 years
Bachelor of Science	4 years
Bachelor of Social Work	4 years
5 Year Combined Degree BA/MS	5 years
5 Year Combined Degree BS/MS	5 years

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

INTERSESSION

Courses are offered during the first two weeks in January. No more than one course for three to four credits may be taken by a student. Courses listed as part of the intercession program may not be transferred to, or considered part of, a prior or following semester's credit load. Intercession courses are billed at the per credit rate and under no circumstances can they be considered as part of the tuition charges and fees of another semester. Permission to exceed three credits must be obtained from the Assistant Vice President for Academic Affairs.

SUMMER SESSIONS

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

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

Courses are open to students from other colleges and new

freshmen admits who are June high school graduates and who wish to begin college courses before matriculating in the Fall semester at Molloy or another college or university.

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

ONLINE AND HYBRID COURSES

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

INDEPENDENT STUDY POLICY

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

TUTORIAL POLICY

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

SEMINAR/CAPSTONE COURSE POLICY

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

INTERNSHIP COURSE POLICY

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

CREDIT BY EXAMINATION

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

The College also offers challenge examinations for matriculated students in selected areas. For a Challenge Examination, the Application for Challenge Examinations must be presented to the Registrar's Office with payment of tuition and fee one month prior to the scheduled examination date. (Nursing students should refer to specific nursing departmental information on Challenge Exams under the departmental section of the catalog.)

Advanced Placement credit will be granted to qualified students based upon a score of "3" or better on the Advanced Placement Exam of the College Entrance Examination Board. Students anticipating a major in Biology need a minimum score of "5" to award Advanced Placement credit in Biology. Some scores may not be equivalent to the minimum grade needed and the student may need to take additional coursework. In that case, the Advance

Placement credits can be applied to electives for the degree.

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

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

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

All examinations and transfer evaluations after admission require a tuition payment of approximately one-third of the current per credit rate. The minimum dollar amount is listed in the section of the catalog on "Expenses". This per credit rate for award of Credit by Examination is in addition to the Sitting Fee charged for sitting for in-house examinations. For examinations taken outside the College, whatever the cost is, it must be paid by the student. Further information is available in the Registrar's Office.



LIFE EXPERIENCE CREDIT AND PORTFOLIO EVALUATION

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

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

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

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

TRANSFER COURSES AFTER MATRICULATION: OFF-CAMPUS PERMISSION

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

Since the above credits are not part of a degree from another institution, credit will only be accepted for courses in which a grade of "C" or better is achieved. A grade higher than "C" may be

required by the student's major department or program of study at Molloy for the transfer coursework to be accepted by Molloy. The course will only be accepted and applied to the student's record if the grade satisfies Molloy's requirements. The grade of "P" is also acceptable under the same rules that govern that grade at Molloy. A grade of "P" must be designated as equivalent to a grade of "C" at the other institution. Special permission must be given by Molloy to take a course for a grade of "P", in addition to the "Application for Permission to Enroll in Courses at Other Institutions."

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

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

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

REGISTRATION AND ADVISEMENT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CREDIT LOAD

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

Full-time students normally may not carry fewer than 12 or more than 18 credit hours a semester. The normal course load in one semester is 15 or 16 credit hours. Undergraduates are billed extra per credit for exceeding 16 credits. (Molloy College Honors Program students are exempted from the "each Additional Credit Over 16" charges up to 18 credits. See "Expenses.") **To carry more than 18 credit hours, written permission of the Assistant Vice President for Academic Affairs is required.**

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

AUDITING COURSES

Policy Information

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

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

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

Auditors in special programs such as the **Alumni Lifetime Scholarships** or **PRIME** will be able to sign up to audit after the term begins on the designated date at the end of Add/Drop Late Registration Period on a "space available" basis. **MILL members** will seek permission after the term begins on the designated date at the end of Add/Drop Late Registration Period on a "space available" basis. MILL Audit Forms are submitted to the MILL Auditor form to MILL. (See the Academic Calendar for dates and use Course Search in Lion's Den to check for open courses.)

Courses not open to auditors are: Allied Health, Clinical Mental



Health Counseling, Education, Nursing, Speech-Language Pathology, Music Therapy, Social Work, Theatre. Graduate- and doctoral-level courses are not open to undergraduate auditors. Matriculated auditors must be auditing within their discipline. Auditing is not allowed for internships, laboratory courses, clinicals or field experience courses for insurance, safety and curricular reasons. Auditors wishing to take online courses must wait until after the term begins on the designated date at the end of Add/Drop Late Registration Period on a "space available" basis to request these courses.

The Registrar's Office must be notified at registration that a course is being taken as an audit to assure that the billing and student record are handled correctly.

The college reserves the right to cancel auditor registrations should space become an issue for matriculated students.

Business Honors Program students directed to audit honors courses should review the Business Division Program information in the catalog or contact the Associate Division Dean of Undergraduate Business with any questions. These students have extra participation conditions upon them for audited courses.

Students required by the college to audit as a condition for gaining competency needed for graduation will adhere to these policies. Courses listed as "audit" do not meet professional licensing standards. Auditors are not required to attend courses or complete work in classes.

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

Price and Payment Information

Full-time undergraduate students taking 12 or more credits and full-time graduate/doctoral students taking 9 or more credits in Fall or Spring terms may audit two or more courses (a maximum of 6 credits) free of additional charges. Course fees are collected for audited courses.

Part-time undergraduate, graduate, doctoral and non-matriculated students taking less than a full-time load in Fall or Spring may audit a maximum of one 3 credit course and pay one-half the tuition to audit and all appropriate fees, including any special course fees attached to the course.

Students (matriculated or non-matriculated) who are auditing in Intersession or Summer and Intersession term students without taking a course for credit will pay one-half the tuition and all appropriate fees including any special course fees attached to the course.

Alumni Lifetime Scholarship Auditor pricing policy is covered under "Alumni Lifetime Scholarships." in the "Institutional Scholarships" section of the catalog. Registration is in the Registrar's Office after Add/Drop and Late Registration ends on a space available basis. See the Academic Calendar for specific dates.

PRIME auditors (62 plus years and older) pay the set fee per course and any course fees. See the "Special Fees" area in the "Expenses" section of the catalog.

S. Mary Celeste Beck Series auditors working with Continuing Education Program will pay the per course fee and are limited to certain courses in Communications, English, Music, Philosophy, Psychology, Sociology and the Theology and Religious Studies

areas. (See details on this program under the “Special Programs” section of the catalog.)

MILL member auditors with paid memberships may enroll through the MILL program into two undergraduate courses (see exceptions to allowed courses above) on a space available basis and with permission of the instructor. These students will use the MILL Member Auditor Form available in the MILL Program office and return the form to that office once approved. Approvals may be requested after Add/Drop and Late Registration ends on a space available basis. See the Academic Calendar for specific dates. MILL memberships covers these audits fully.

Payments for audited courses must be paid in full by the semester payment due date or by the beginning of the course. (See Academic Calendar for exact due dates.)

Refunds for students dropping audited courses will be granted for **tuition only** if applicable, in accordance with the Refund Policy and deadlines as stated in the college catalog. The college Refund Policy schedule will apply to courses dropped after the deadline.

Bill adjustments will be made for leaving full-time status at any time during the semester, making the student held responsible financially for auditing as it relates to policy for the student’s new status (i.e., students dropping from full-time to part-time status will follow the credit limitations and cover the charges due under the part-time student policy).

Academic Credit and Student Status Policy

Audited courses are not graded and no credits are earned. The courses do not count as college-level courses towards full-time, half-time or part-time status, but are considered in the course load of work that the student will handle. Audited courses are part of the permanent academic record of the student and are included on the official transcript. The grade of “AU” is assigned for all audited courses. The grade of “AU” does not indicate or reflect work done or completion of the course. At no time will college credit be converted or granted for an audited course. Any change from “audit” status to “for college credit” status or vice versa may be made only at the start of the course. Courses that are not for college credit and that are not required for a degree would not be eligible for Financial Aid. Transcripts may be requested through the Registrar’s Office.

REMEDIAL INSTRUCTION

Remedial instruction provides pre-collegiate coursework that will correct specific areas of deficiency in a student’s preparation for college. The need for remedial coursework may be determined by academic proficiency standards for acceptance or admission into particular programs of study. Remedial courses are numbered from 001–099. There is no credit earned towards the degree for completion of remedial courses. Remedial courses are billed for course fees and/or the credit hour equivalent as noted in the course descriptions. The course equivalent credits are counted towards determining credit load and full-time or half-time status. Students must complete remedial courses with a grade of “C” or better. Students who are matriculated contingent upon completion of remedial or developmental coursework, must satisfactorily demonstrate proficiency to proceed to the next level of their studies.

PASS/FAIL COURSES

The maximum number of credits allowed towards a degree for PASS/ FAIL courses is 12 credits. Courses in the major, minor, related and general education requirements cannot be taken as PASS/FAIL unless specified by the course description. Students will be allowed to elect these credits in part or in whole as desired, subject to the limitations set forth by the Vice President for Academic Affairs. A request for permission to receive a grade on a PASS/FAIL basis must be made in writing to the Office of the Registrar during the first three weeks of a semester. Beginning with the fourth week of a semester, no request will be accepted for changing from a letter grade status to PASS/FAIL or vice versa. **“FAIL”** grades will be equivalent to **“F”** and computed in the student’s index.

The period for requesting permission to receive a grade on a PASS/ FAIL basis for the Intersession or for the Summer Sessions is much shorter in length. The exact dates and deadlines are noted in the Academic Calendar located in the back of this catalog.

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

WAIVER/SUBSTITUTION COURSES

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

ATTENDANCE AND RELIGIOUS OBSERVANCES

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

An excused absence does not mean the student is excused from making-up missed classwork. Student are responsible to obtain missed lessons and meet all deadlines in the syllabus. Some classes are highly dependent on in-person participation. (Such as language, performance, PED, labs, field work, and more); and instructors may legitimately deduct points for non-attendance.

Religious Observances: A student who is to be absent from class because of a religious obligation or practice should inform the instructor in writing at least one week before the day. The student has the right to make up any examination, study or work requirements which may have been missed because of religious observances.

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

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

FINAL EXAMINATIONS

Written examinations or their equivalent are held at the end of each Fall and Spring semester, January Intersession and Summer Sessions. Students are required to attend the final examination, which is also the mandatory last class meeting for Molloy's classes at the hours announced on the official Final Examination Schedule. Despite absence from the final examination, faculty must report final grade for all students.

CLASSIFICATION OF STUDENTS

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

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

Classification:	Earned Credits:
Seniors	90+
Juniors	60+
Sophomores Plus*	60+
Sophomores	30+
Freshmen	0-29
Year 5 of 5 Year Program	120+
Year 4 of 5 Year Program	90+
Year 3 of 5 Year Program	60+
Year 2 of 5 Year Program	30+
Year 1 of 5 Year Program	0-29

* Associate Degree students who are no longer Sophomores.

GRADING POLICY

(Effective Fall 2000)

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

Grades:

A	Excellent	93.0–100	4.0 quality points
A-		90.0–92.9	3.7 quality points
B+		87.0–89.9	3.3 quality points
B	Good	83.0–86.9	3.0 quality points
B-		80.0–82.9	2.7 quality points
C+		77.0–79.9	2.3 quality points
C	Average*	73.0–76.9	2.0 quality points
C-		70.0–72.9	1.7 quality points
D+		67.0–69.9	1.3 quality points
D		60.0–66.9	1.0 quality points

F	Failure: For students that attended the course and failed	Below 60.0	0 quality points
I	Incomplete - Computed as failure: Some requirement of the course is lacking. (Automatically becomes an F if requirement is not met within specified time)		
W	Withdrawn - Student Officially Withdrew before Finals (No credits earned and no quality points)		
WA	Withdrawn - Absent/Passing (No credits earned and no quality points)		
WF	Withdrawn - Absent/Failing (Computed as a failure)		
WIP	Work-in-Progress		
P	Passed (Course taken for credit and no quality points)		
NA**	Never Attended (No credits earned and no quality points)		
AU	Audit (No credits earned and no quality points; attendance not needed to record audit status)		

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

** "NA" is no longer available as a final grade, effective Fall 2004.

GRADE RECORDS FOR STUDY ABROAD

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

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

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

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

This policy does not apply to courses that are not taken as part of Molloy's Study Abroad program. Courses approved through review using the "Permission to Take a Course at Another Institution" form are handled as transfer courses.

INCOMPLETES

An instructor, in the case of a student's extreme hardship (as determined by the instructor), may grant a temporary grade of incomplete "I". Students who do not complete all coursework by the last day of class are responsible to contact the instructor at least five-hours before the published final exam date and time. If the student does not contact the instructor before the final, the student's grade is determined according to the course outline.

Students with an incomplete are not eligible for Dean's List distinction for that semester, even after the grade was changed.

Students with an incomplete cannot be approved for graduation.

If the instructor does not change the incomplete to a grade by the date published in the Academic Calendar, the grade becomes an F.

The Associate Dean for Academic Services will consider exceptions contingent upon the circumstances and documentation. There is no changing students with an incomplete cannot be approved for graduation.

GRADE CHANGES

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

GRADE APPEALS

Questions about a grade are first addressed with the Course Instructor, then the Department Chairperson or Director of the Undergraduate Program. Note that certain programs of study have their own procedures; check the student handbook from your program. The next step toward an informal resolution is to speak with the Associate Dean for Academic Services in Kellenberg Hall, Room 119. Formal grade appeals are time sensitive and complete instructions are in the Molloy Student Handbook found on line.

REPEATED COURSES

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

cumulative credit courses.

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

If a grade is unacceptable after the second attempt, this problem will be referred to the Vice President for Academic Affairs for individual action. Students may not have an unacceptable grade forgiven by replacing it with the grade from a different course. Substitution courses may be taken to meet a requirement (not to remove or replace a grade in the student's record). Substitution courses are subject to approval by the Vice President for Academic Affairs, student's advisors and chairperson for the program of study. When a student repeats a course, the forgiven grade remains on the academic record in the term GPA, but it is not calculated in the overall cumulative GPA. Students are not allowed to repeat courses to improve their GPA by attending another institution to repeat a course. **(For information regarding Nursing and other departmental policies on repeats, see the appropriate section of the Catalog.)**

GRADE HISTORY

Students may login in to a secure website for Molloy through www.molloy.edu using their student I.D. number and PIN number to view or print their grade history (i.e. final grade, mid-semester appraisals, unofficial transcripts).

TRANSCRIPTS

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

Transcript requests are filled as soon as possible after receipt. Students should allow up to a week for processing during grade collection period. Students may request for the transcript to be held pending final grades being recorded or pending award of the degree.

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

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

PROBATION, SUSPENSION AND DISMISSAL

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

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

Freshmen who have a minimum cumulative index of 1.8 at the end

of the freshman year will be admitted to the sophomore year with probationary status.

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

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

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

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

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

INDEX AMNESTY

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

WITHDRAWAL FROM COURSES

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

Voluntary Withdrawals

Voluntary withdrawals from a course may be submitted in-person using the "Add/Drop/Withdrawal" form at the Registrar's Office in W235 of the Wilbur Arts Center or by request to the instructor online:

- The instructor's signature and the last date of attendance are required for the "Add/Drop/Withdrawal" form.
- Alternatively, students may request the instructor record their voluntary withdrawal grade and last date of attendance **online** instead of submitting a paper form.
- The deadline for voluntary withdrawals with grades



("W" or "WA") that do not compute into the GPA is prior to the mid-semester appraisal date or mid-point of the course.

- The deadline for voluntary withdrawals for classes that run the full semester is the business day before Finals/ Last Class Meeting Week. Courses with irregular start/end dates use the mid-point of the course for deadlines. (Refer to Academic Calendar for dates.)
- "W" and "WA" are equivalent grades and do not affect the student's GPA. In-person withdrawals will generate a "W". Online submission of a withdrawal grade by the instructor will generate a "WA".
- "WF" grades are the equivalent of an "F" and compute in the student's GPA. The instructor may assign "WF" when the student's work is failing in the second half of the course or at the mid-point of the course (for courses with irregular start/end dates).
- "F" grades are for students who attend the Final/Last Class Meeting and have completed failing work.
- Refer to Academic Calendar for deadlines for full semester courses.

Administrative Withdrawals

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

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

Withdrawal Consequences

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

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

Complete Withdrawal from All Courses

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

WITHDRAWALS - TEMPORARY WITHDRAWALS FROM COLLEGE

Matriculated students may request a temporary withdrawal for either one or two consecutive semesters away by submitting the "Separation From College Form" that is available online through their student account in Lions Den, along with the "Withdrawal Consequences Form for Financial Aid". A temporary withdrawal allows students to take time off and return to their current program of study under their existing catalog requirements without applying for readmission.

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

Students requesting a temporary withdrawal and in good academic standing will be approved to return and allowed to register with their Web Group for Early Registration. Students who would benefit from a meeting with Associate Dean for Academic Services will be put on a hold and need to schedule an appointment before they can return.

Students who take a temporary withdrawal leave may return to continue their studies under their original program of study requirements

The temporary withdrawal process is to aid students who need to be out of school for a period of time and easily return within the two semester limit.

Students who do not return from an approved temporary withdrawal after the requested one or two semesters off are considered to have left the College and will be withdrawn administratively. Students considered withdrawn administratively must apply to be readmitted through Office of Admissions.

Readmission to a Program of Study: Students out of college more than a year may return to the college by requesting readmission through the Office of Admissions. Readmitted students may return under the catalog requirements as published within the past four years at the discretion of the Office of Admissions. Readmitted students in two-year programs are readmitted under catalog requirements as published within the last two years. Certain courses taken years ago may need to be repeated. Some programs limit the length of the degree completion time.

Financial Aid/Scholarship Consequences: The separation date from the college is the last date of attendance in their course(s) at the college. Taking any time off from college may require the return of Title IV financial aid funds and will affect the deferment period for repayment of loans, such as Federal Stafford Loans,

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

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

WITHDRAWALS - OFFICIAL EXITS FROM COLLEGE

Matriculated students who wish to officially withdraw from the College before their degree completion or who will be taking more than two semesters off are required to file a "Separation From College Form" online in Lion's Den, along with the "Withdrawal Consequences for Financial Aid Form".

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

Students who do not register to continue their studies within two semesters away or who do not submit the "Separation From College Form" will be noted as Withdrawn Administratively.

Students away from the College for a year or longer and in good standing may apply to readmit through the Office of Admissions.

Readmission to a Program of Study: Students out of college for more than a year may return to the college by requesting to be readmitted through the Office of Admissions. Readmitted students may return under the catalog requirements as published within the past four years at the discretion of the Office of Admissions. Readmitted students in two-year programs are readmitted under catalog requirements as published within the last two years. Certain courses taken years ago may need to be repeated. Some programs limit the length of the degree completion time.

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

Admissions Deferrals/Cancellations: Newly admitted students

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

READMISSION/RE-ENTRY MAJOR REQUIREMENTS

The student is normally bound by the requirements as stated in the catalog at the time of entrance. Readmitted undergraduate degree students, who leave the college and cannot fulfill their original catalog requirements, may be readmitted under catalog requirements as published within the past four years at the discretion of the Admissions Office, and must meet all requirements therein by the time of graduation. Readmitted Associate degree students, who leave the college and cannot fulfill their original catalog requirements, may be readmitted under catalog requirements as published within the past two years at the discretion of the Admissions Office and must meet all requirements therein by the time of graduation. Past catalog requirements change through time, and not all courses may still be offered.

Students on a "Temporary Withdrawals+ from College" may continue their studies under their on-going program of study requirements. Some students may be asked to see the Associate Dean for Academic Services before approval to re-enter is granted.

COMPLAINT PROCEDURES

Molloy College is a college rooted in the Catholic and Dominican tradition placing high value on its community, ethical leadership, responsibility and integrity. As such, we hold ourselves to the high standards set forth in our mission statement, policies and handbooks.

The College is committed to an environment where open, honest communications are the expectation, not the exception. We want you to feel comfortable in approaching the appropriate college personnel in instances where you believe violations of policies or standards have occurred.

However, in situations where you prefer to place an anonymous report in confidence through an outside party, Molloy has implemented the *EthicsPoint* program. This comprehensive and confidential reporting tool, administered by a party unaffiliated with Molloy, is intended to assist the College and all members of its community to promote a positive learning and work environment and address violations of any college policies.

The information you provide to *EthicsPoint* will be shared with the appropriate College personnel, on an anonymous basis, if you should choose. If you choose to make an anonymous report, please know that by not revealing your name, it may hamper the College's ability to investigate or resolve your complaint. Also be assured that Molloy prohibits retaliation against any individual who in good faith, makes a complaint, voices a concern or cooperates in an investigation.

The program supplements regular College reporting avenues, and members of the Molloy community are encouraged to use it, whenever necessary.

To Make a Report:

You may use either of the following two methods to submit a report:

1. Visit www.molloy.ethicspoint.com and click the "Make a Report" link.

2. Dial toll-free, within the United States, Guam, Puerto Rico and Canada: **844-719-2851**.

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.

HONOR PLEDGE AND ACADEMIC HONESTY

The College maintains and affirms a strong policy of academic honesty. Any member of the Molloy community may report a violation of Academic Integrity to the Associate Dean for Academic Services in K1 19 Kellenberg Hall. Academic infractions are subject to disciplinary action as described in the college *Student Handbook*.

Academic Integrity Statement

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

Academic Honor Pledge

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

INSTITUTIONAL REVIEW BOARD (IRB)

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 consented 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 (irb@molloy.edu).

COURSE NUMBERING SYSTEM

(Effective Fall 2000)

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.
460–469-	Internships.
470–479-	Independent Study.
480–499-	Senior Seminars and Capstone Studies.
500–599—	Graduate master’s courses.
600–800—	Doctoral courses

SEMESTER HOURS/CREDIT HOURS

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

$$1 \text{ semester hour} = 15 \text{ hours (of 50 minutes each)} = 750 \text{ minutes}$$

$$3 \text{ semester hours, therefore} = 2250 \text{ minimum total minutes}$$

For **laboratory** work, the formula is:

$$1 \text{ semester hour} = 30 \text{ hours (of at least 50 minutes each)} = 1500 \text{ minutes.}$$

The last week of the semester has one final/last class meeting for all courses, which is a mandatory meeting scheduled for 120 minutes for every graduate - and undergraduate-level course. The regular weekly class meeting times along with the final/last class meeting are combined together for the total meeting time minutes.

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

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

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

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

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

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

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

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

HIGH SCHOOL EQUIVALENCY DIPLOMAS - NY

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

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

Candidates are advised to visit the New York State Education Department website for any changes to the requirements and further details on obtaining a New York State High School Equivalency Diploma. Students without high school diplomas can apply to attend as non-matriculated students. (Molloy College requires applicants to have a high school diploma to be accepted and matriculated in a program of study.) Non-matriculated

students without high school diplomas may register on a space-available basis during continuing registration periods and will not have advisors to approve their course selections. Students without high school diplomas and attending as non-matriculated students are not eligible for financial aid. Generally, courses taken at an accredited New York state college towards credits for a High School Equivalency Diploma can be accepted as transfer credits by Molloy subject to the admissions standards for the college and the program of study desired.

General Education Requirements

General Education Requirements, including the Molloy College Core courses, are the responsibility of the Office of Academic Affairs and are overseen by Daniel McGann, Associate Dean for Undergraduate Studies.

Molloy's strong commitment to the Dominican tradition, and its ideal of the search for truth in response to the needs of the times, has been the determining factor in the creation of the General Education curriculum, which went into effect in 2002.

As an institution founded in the Catholic and Dominican tradition, Molloy College is committed to providing students with a well-rounded education that promotes a life-long quest for truth through critical thinking, reflection and dialogue. This quest for truth is so important in the Dominican tradition that *Veritas* is the motto of the Dominican Order. Like St. Dominic, Molloy believes that the search for Truth leads the individual to deeper engagement in the world. Thus, the quest for Truth can be seen as central to the Mission and identity of Molloy College.

CORE GENERAL EDUCATION COURSES

In an attempt to better reflect the commitment of the College to the search for Truth in all its dimensions, the faculty of Molloy added to the General Education curriculum a four-credit Core course focused on the theme, "The Quest for Truth and Engagement in a Diverse World." Each of the Core courses is team-taught by faculty from various disciplines in conjunction with faculty from the Philosophy or Theology Department and employs an interdisciplinary perspective, focusing on humanity's aspiration for truth in a world that is often torn apart by conflict and injustice. These interdisciplinary courses assist students in connecting knowledge and integrating their understanding across disciplines, an important component of a Liberal Arts and Sciences education.

These Core courses reflect Molloy's mission by stressing a value-centered educational experience, critical thinking, global awareness and responsibility for service to others in order to improve the quality of life and protect the environment. The purpose of these courses is to bring our students to think more critically about the issues facing society today and to be more engaged in addressing these issues.

Therefore, Core courses focus on one or more current issues addressed from the different perspectives of the two disciplines of the faculty. The focus is always on the critical evaluation of contemporary issues facing the global society, leading to



involvement in effective social action. Although Core courses are not Ethics courses, they emphasize values. Classical or historical material is related to present issues, especially to problematic issues in today's world that call for systemic change. Diverse views on these issues, as well as the demands they make on citizenship, are considered.

All students who matriculate into baccalaureate degree programs at Molloy must complete the following General Education requirements. The General Education requirements apply to readmitted students and all continuing students.

GENERAL EDUCATION - AA DEGREES

Arts and Fine Arts	6
2 out of 3 Disciplines: Art, Music, Speech Communication	
English and Modern Languages	9
English Composition	3
Foreign Language	3
Language or Literature	3
Social and Behavioral Sciences	9
3 out of 4 Disciplines: History, Political Science, Psychology, Sociology	
Mathematics and Science	6
Mathematics	3
Science	3

Philosophy, Theology and Religious Studies, and Ethics	9
Philosophy	3
Theology and Religious Studies	3
Ethics	3
Physical Education	1

GENERAL EDUCATION - AAS DEGREES

Biology	4
English Composition	3
Psychology	3
Physical Education	1
Ethics	3

GENERAL EDUCATION - BA, BFA, BS AND BSW DEGREES

Arts and Fine Arts	6
2 out of 3 Disciplines: Art, Music, Speech Communication	
English and Modern Languages	9

English Composition	3
Foreign Language	3
Language or Literature	3
Social and Behavioral Sciences	9
3 out of 4 Disciplines: History, Political Science, Psychology, Sociology	
Mathematics and Science	6
Mathematics	3
Science	3
Philosophy, Theology and Religious Studies and Ethics	9
Philosophy	3
Theology and Religious Studies	3
Ethics	3
Physical Education	1
Core (Interdisciplinary)	4

GENERAL EDUCATION AND OTHER REQUIREMENTS: Some departments recommend that specific General Education courses be taken with certain majors. The general and specific lists of courses to select are found in the "Undergraduate Programs of Study and Major Requirements" section of the catalog.

General Education courses may be counted toward satisfaction of either major or minor requirements, however, the same course may not be reused to satisfy **both** a major and minor requirement.

Civic Engagement

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, both through political and non-political processes. (Thomas Ehrlich, Civic Responsibility and Higher Education)

At Molloy College, we value courses that have a civic engagement component. Ideally, students should take at least one such course (dependent on their major area requirements) to develop an understanding of how to provide some community benefit and to advance the public good.

The following courses have content that promotes awareness of the importance of civic engagement, and/or have a service learning component or other form of active participation in the community:

DIVISION OF BUSINESS

BUS 490 – Entrepreneurship (Capstone)

DIVISION OF EDUCATION

EDU 316 – Methods of Teaching Social Studies for Adolescent Students

EDU 332-333 – Literacy in the Content Areas for Childhood Teachers I and II

EDU 364 – Instructional Technology for Teachers

EDU 365 – Critical Examination of Issues in Education

DIVISION OF HUMANITIES

Communications:

COM 213 – Intercultural Communications

COM 246 – Civic Engagement with New Media

Digital Humanities and New Media:

NMD 246 – Civic Engagement with New Media

Modern Languages:

SPA 313 – Cultures of Spain

SPA 314 – Cultures of Latin America

SPA 461 – Language Internship I

Music Therapy:

MUS 374 – Music Therapy Fieldwork I

MUS 375 – Music Therapy Fieldwork II

MUS 460 – Music Therapy Internship I

MUS 461 – Music Therapy Internship II

Philosophy:

PHI 225H – Civilized Ideas

PHI 260 – Philosophy of Education

PHI 280 – Gender and Philosophy

PHI 498 – Internship in Philosophy

ETH 254 – Ethics, Justice and Society

ETH 255 – Environmental Ethics

ETH 288 – Ethics and Health Care

ETH 318H – (HONORS) Bioethics in the Contemporary World

DIVISION OF NATURAL SCIENCES

Biology:

BIO 312 – Biology of Aging

BIO 390 – Topics in Biology: Gulf Restoration

Communication Sciences and Disorders:

SLP 440 – Clinical Practicum I

SLP 441 – Clinical Practicum II

DIVISION OF NURSING

NUR 353 – RN: Public Health Issues in World Health

NUR 390 – Topics: Nursing Focus in the Post Katrina Environment: Homelessness and Humanism

NUR 439 Humanistic Nursing Care in Public/Community Health Nursing Practice

DIVISION OF SOCIAL SCIENCES

Criminal Justice and Legal Studies:

CRJ 221 – Victimology

CRJ 223 – Domestic Violence

CRJ 230 – Juvenile Justice

CRJ 237 – Deviant Behavior and Social Control

CRJ 241 – Police and Community

CRJ 255 – Leadership in Criminal Justice

CRJ 256 – Criminal Justice and the Media

CRJ 283 – Law and Society

CRJ 345 – Gangs

CRJ 361 – Cross Cultural Perspectives on Criminal Justice

CRJ 460/461 – Criminal Justice Internships I/II

CRJ 490 – Senior Seminar in Criminal Justice

LGL 103 – Introduction to Legal Studies

History/Political Science:

HIS 310 – Women in American History

HIS 240 – Sustainable Societies: Historical Perspectives
 HIS 320 – Race and Ethnicity in America
 HIS 460 – History Internship
 POL 101 – American National Government
 POL 103 – American State and Local Government
 POL 115 – Introduction to Sustainability
 POL 206 – Politics of Developing Nations
 POL 209 – Women in Politics
 POL 210 – American Party Politics
 POL 303 – International Relations
 POL 460 – Government Internship

Psychology:

PSY 205 – Child Psychology/Early Childhood Through Middle Childhood
 PSY 206 – Adolescent Psychology: Pre-Adolescent Through Adolescent
 PSY 245 – Psychological Assessment
 PSY 460 – Internship/Practicum

Social Work:

SWK 241 – Social Welfare Policy I
 SWK 250 - Diversity, Perceptions and Practice
 SWK 342 – Social Welfare Policy II
 SWK 350 – Professional Encounter: When the Person Meets the Profession
 SWK 460 – Field Instruction in Social Work I
 SWK 461 – Field Instruction in Social Work II
 SWK 453 – Generalist Social Work Practice III
 SWK 348 – Working with Victims of Rape, Incest and Sexual Assault
 SWK 464 – Capstone Course I
 SWK 465 – Capstone Course II

Sociology:

SOC 101 – Introductory Sociology
 SOC 152 – Sociology of the Family
 SOC 161 – Introduction to Cultural Anthropology
 SOC 166 – Social Psychology
 SOC 211 – Social Problems
 SOC 222 – Media, Culture, and Society
 SOC 225H – (HONORS) The Sociological Imagination
 SOC 232 – Sociology of Inequality
 SOC 235 – Juvenile Delinquency
 SOC 236 – Social Change
 SOC 237 – Deviant Behavior and Social Control
 SOC 238 – Criminology
 SOC 240 – Sustainable Societies: Historical Perspectives
 SOC 241 – Business, Labor and Society
 SOC 245 – Cities and Suburbs
 SOC 251 – Global Community
 SOC 253 – Aging in Society
 SOC 258 – Native Americans
 SOC 262 – Sociology of Death and Dying
 SOC 268 – Sociology of Disabilities
 SOC 271 – Sociology of Healthcare
 SOC 272 – Sociology of Education
 SOC 283 – Law and Society
 SOC 300 – Basics of Social and Behavioral Research
 SOC 301 – Social Theory I – Foundations
 SOC 302 – Social Theory II – Contemporary
 SOC 331 – Race and Ethnic Relations
 SOC 333 – Alcoholism and Drug Abuse
 SOC 350 – Social Roles of Men and Women
 SOC 360 – Sustainable Communities

SOC 370 – African, Asian and Latino Experiences in American Society
 SOC 380 – Service Learning Immersion
 SOC 400 – Advanced Research Methods in Sociology
 SOC 422 – Applied Sociological Research Methods
 SOC 460 – Internship
 SOC 490 – Sociology Seminar

Writing-Intensive Requirement

All students are required to take at least two writing-intensive courses in their major, normally one on the 200- or 300-level and the other on the 400-level. These courses are designated in boldface under the course title found in the “Course Description” section of the catalog. Writing-intensive courses incorporate writing assignments that strengthen students’ abilities to communicate clearly and effectively in a discipline and that enhance students’ understanding of the content of that discipline. The pedagogical goals include methods and standards unique to the discipline to assist students in their development as scholars. Among other things, this process involves a demonstration of the mastery of a select body of knowledge and an articulated argument reflecting the students’ thoughts, voice and insights.

Honors Awards and Policies

ALUMNI AWARD

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

ANSELMA SCHOLAR

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

DEAN’S LIST OF DISTINGUISHED FULL-TIME STUDENTS

Published at the end of each semester, it contains the names of matriculated full-time undergraduate students in good standing who, during the preceding semester, attained a minimum scholastic index of 3.60 and maintained a high standard of personal conduct, cooperation and loyalty to the ideals and standards of the

College. To be eligible for the Dean's List of Distinguished Students, a student must carry at least 12 credit hours of coursework, taken for letter grades, for the semester. Courses taken on a Pass/Fail basis are usually excluded. Student teachers following a competency-based program are evaluated according to criteria built into the program.

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

DEAN'S LIST OF DISTINGUISHED PART-TIME STUDENTS

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

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

- It will be the responsibility of the student to request in writing inclusion on this list. Deadline for submission of requests is 30 days after a semester ends. Accompanying this request should be a copy of the student's current transcript or grade report indicating credits and cumulative index.
- Once a student earns a place on the Dean's List of Distinguished Part-Time Students, an additional 12 credits taken in two consecutive semesters, with a GPA of 3.60 for each of the two semesters must be completed before the student can be placed on a subsequent List of Distinguished Part-Time Students.

DEGREE DISTINCTION AT GRADUATION

To be eligible for any degree distinction (Graduation Honors), and beginning with those who entered in Fall 1989, **students graduating with the Baccalaureate degree must have earned at least 60 credits at Molloy and achieved an index as shown below.**

Challenge Exam credits, credit by exam, waived credits, Lifelong Learning (Experiential Learning) credits and credits approved to transfer in from another institution are not considered as credits earned at Molloy. These credits do not count as part of the minimum of 60 credits earned at Molloy. Credits officially registered for and taken as part of the study abroad program at Molloy will be counted as part of the minimum of 60 credits earned at Molloy with the study abroad index minimums and grades determining eligibility for any of the categories of degree distinction. For any students with study abroad index amnesty, those GPAs and grades will not be included in determining the index minimums or minimum grades for degree distinction eligibility.

Molloy grades lower than the minimum grade and part of the student's record, including forgiven grades for repeated courses may not be below the minimum grade needed for distinction.

Students in the 5-Year Education Programs being awarded a Bachelor's/Master's combined degree at the completion of all

requirements for the 5-Year Programs will be considered for degree distinction based on overall GPA for courses taken in both undergraduate and graduate divisions. All policies on degree distinction for the bachelor's degrees apply. No additional notations at commencement for 4.0 GPA for graduate-level students apply to the 5-Year Program students, as the program is a mixture of undergraduate- and graduate-level coursework.

Categories of Honors:

- **Cum Laude:** index of 3.60 or better and no grade below "C"
- **Magna Cum Laude:** index of 3.75 or better and no grade below "C+"
- **Summa Cum Laude:** index of 3.90 or better and no grade below "B"

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

DEPARTMENTAL HONORS AT GRADUATION

Awarded at graduation to students of outstanding scholarship in their area of concentration. To be eligible, a student must have a general average of 3.50 and a 3.50 average in the area of concentration, must have earned at least 60 credits at Molloy (30 credits if receiving an Associate's Degree), must have half of the concentration credits earned at Molloy and must have fulfilled any departmental/division requirements for all honors set down by the respective areas.

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

For Childhood Education in any content area, there is one award for high honors and one for honorable mention. (There are no awards for students in Childhood Education by content area.)

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

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

FOURRAGÈRE - HONORS CORD PRESENTATION

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

of being on the Dean's List for **eight consecutive semesters**. (Effective for students entering in Fall 2013). The American Beauty Rose Fourragère is the highest honor achievable for most transfer students.

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

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

HONORS CONVOCATION

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

M AWARD

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

SISTER MARION VINING AWARD

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

WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES

The Office of Student Affairs and the Senior Class Co-Presidents solicit from senior class members, faculty and administrators recommendations for nomination to **Who's Who in American Colleges And Universities**.

Eligibility for nominations of this recognition must be made on the following criteria:

- Academic Achievement—cumulative index of 3.2 or higher;
- Co-Curricular Activities—candidate demonstrates active involvement in several areas;
- Leadership—actual or potential leadership skills are demonstrated;

- Citizenship—candidate is known to be involved in community and/or civic activities.

Potential candidates must have as many nominations as possible in order to be included on the list of nominees. The qualifications of the nominated candidates are screened by the Vice President for Student Affairs. Those eligible are then voted on by the President of Molloy College and by the Vice President for Student Affairs. Students are notified of the results in the Spring semester and honorees are recognized at Undergraduate Class Night. Who's Who Among Students in American Universities and Colleges has furthered the aims of higher education by rewarding and recognizing individual academic excellence on a national level. With the support of prominent educational institutions in all sections of the country, this program is today a true reflection of the caliber of the American college student.

Honor Societies

ALPHA KAPPA DELTA

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

ALPHA MU GAMMA

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

ALPHA PHI SIGMA

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

CHI BETA PHI

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

DELTA ALPHA PI

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

DELTA EPSILON SIGMA

The Gamma Omega Chapter of Delta Epsilon Sigma is the National Scholastic Honor Society for Catholic colleges. Juniors and seniors with a minimum cumulative index of 3.75, who rank in the upper 20% of their class at the end of the Fall semester and have earned at least 64 credits at Molloy are eligible for membership. In addition to meeting the academic requirements, students must provide service to others. Students, eligible for induction, will be required to submit documentation of service given.

KAPPA DELTA PI

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

KAPPA MU EPSILON

Kappa Mu Epsilon, New York Rho Chapter, is a national honor society in Mathematics, the purpose of which is to encourage and honor the interests and pursuits of undergraduate mathematics students. Founded in 1931, there are now almost 150 chapters and over 80,000 members in 35 states. New York Rho is the Molloy College chapter established in 2009. Membership in this chapter is open to full-time students in the top 35% of their class who have completed at least three semesters of college work and three college mathematics courses, to include a calculus course and at

least one mathematics course taken at Molloy. A GPA of at least 3.0 in all mathematics courses is also required. Interested applicants should contact the Department of Mathematics.

LAMBDA EPSILON CHI

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

LAMBDA PI ETA

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

OMICRON ALPHA ZETA

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

PHI ALPHA

Phi Alpha is a national social work honor society, the purpose of which is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. The honor society is open to juniors and seniors who have declared social work as their major, achieved an overall grade point average of 3.0 and achieved a 3.5 grade point average in required social work courses. Zeta Alpha is the Molloy College chapter established in 1996.

PHI ALPHA THETA

Phi Alpha Theta is a National History honor society founded in 1921. Its purpose is to recognize and promote high academic achievement in the field of History. The Molloy Chapter of Phi Alpha Theta, known as the Alpha-Alpha Sigma, was established in March 1983. The Honor society is open to Juniors and Seniors with a declared major or minor in History. Students must maintain a GPA of 3.1 or better in History and 3.0 overall. They must complete

a minimum of 12 credits of coursework in the discipline and at least one upper-level course. The students must rank in the upper third of their class.

PHI SIGMA TAU

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

PI KAPPA LAMBDA

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

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

PI SIGMA ALPHA

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

PSI CHI

The National Honor Society in Psychology seeks to advance the science of psychology and to encourage, stimulate and maintain the scholarship of its members in all fields, particularly in psychology. For active membership the candidates must have achieved an overall GPA of at least 3.40 on a 4-point scale. In addition, students must be at least second-semester sophomores at Molloy College as a psychology major or minor, have completed 9 credits in Psychology and have a Psychology GPA of 3.0 or higher. Students must also maintain high standards of personal behavior. Psychology majors who meet these requirements will receive an invitation to membership from the department and psychology minors who believe they meet the requirements should contact the department to obtain an application.

SIGMA BETA DELTA

Sigma Beta Delta is an International Honor Society for management,

marketing, accounting, finance and personal financial planning. The purposes of Sigma Beta Delta are to encourage and recognize scholarship and achievement among business management and administration students and to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind. Eligible students: Junior and Senior Business students who have a cumulative GPA of 3.5 or above and have completed 18 credits in the major.

SIGMA TAU DELTA

The Alpha Phi Theta chapter of Sigma Tau Delta (STD), International English Honor Society, seeks members who are dedicated to the study of English literature and creative expression. All students who rank in the top 35% of their class and who have earned at least a "B" average in no fewer than 9 credits of English literature courses are encouraged to apply for membership. Admission is further contingent upon regular participation of the student's written work (an analytic or creative piece) at one of the Society's meetings.

SIGMA THETA TAU INTERNATIONAL, EPSILON KAPPA CHAPTER

Sigma Theta Tau International, Honor Society of Nursing, invites students who have demonstrated a commitment to nursing excellence and academic achievement. The society promotes leadership and scholarship in practice, education and research to enhance the health of all people. Candidates for membership in Epsilon Kappa Chapter in the undergraduate RN/BSN programs, must have completed half the nursing curriculum, have at least a 3.0 in nursing and be in the top 35% of their class and meet the expectation of academic integrity. Graduate students who have completed 1/4 of the curriculum, have at least a 3.5 GPA and meet the expectation of academic integrity. Nurse leaders are also inducted who are legally recognized to practice nursing, have a minimum of a baccalaureate degree and demonstrate achievement in nursing.

THETA ALPHA KAPPA

Theta Alpha Kappa is a national honor society for professors and students of Religious Studies and Theology. Its prime purpose is to recognize excellence and further growth in Religious Studies and Theology at the undergraduate and graduate levels. Theta Alpha Kappa seeks to encourage research, good teaching and publication; to encourage an exchange of learning and thought among scholars and to bring together students and teachers of Religious Studies and Theology in an intellectual and social fellowship. The name of the society derives from the first letters of the three Greek words Theos (God), Anthropros (humankind), and Koinonia (community), the three areas of primary concern to students of Religion and Theology. The guidelines for student membership are completion of a total of 12 undergraduate and/or graduate credits in Religious Studies or Theology with a grade average of 3.50 or "B+" and a cumulative index of 3.00 or "B". For membership application, see the Department of Theology and Religious Studies.



Degree and Graduation Requirements

Molloy College has set minimum requirements for the awarding of degrees. Some programs of study may have higher minimums or additional standards for graduation requirements. Students must refer to the major requirements information listed under each program of study for specific details.

New and first time Molloy transfer students entering the College during any academic year will follow the major and other requirements as described in the current catalog for their entry year. Continuing students must complete the degree requirements that were approved for the student upon acceptance into a program of study. When the student declares a major, changes a major or is readmitted to the college after an absence, the Office of Admissions will reevaluate the previous work and approve the student's program of study according to the Readmission Policy and current catalog's policies.

Students are required to complete a minimum number of credits in **liberal arts and sciences**. A list of approved liberal arts and sciences courses are available in the students' online access in Lion's Den, along with a report to check the totals.

In addition to the liberal arts and sciences requirements and the **General Education requirements**, in programs where it is applicable, students must also fulfill the departmental requirements for an area of concentration and elect courses for cultural or professional value. Students should refer to the programs of studies for their areas of concentration.

A **minimum grade** of "C" or better is required in courses used to fulfill major and minor requirements. Some programs may require higher grades in the majors or minors and also may have higher minimum grades for related requirements and prerequisites.

For the A.A. degree in Liberal Arts and Sciences, "D" grades in the General Education requirements are allowed. The overall minimum, GPA of 2.0 is required for the A.A. degree in order to be approved to graduate.

RESIDENCY REQUIREMENTS - TRANSFER WORK

There are specific **residency requirements** in regard to transfer of credits from other colleges before the completion of degrees. All students, including transfer students, electing to complete a major must complete at least one-half of the requirements for the major at Molloy College. To have a minor noted on the transcript at graduation, at least one-half of the requirements for the minor must also be completed at Molloy College.

Any exception to this will be made in writing by the Departmental Chairperson with the approval of the Vice President for Academic Affairs.

The last 30 credits towards a degree must be taken at Molloy.

For students approved to do Study Abroad courses during their last year in college, graduation review will only be done once official transcripts are received. For delays in documents, graduation may be deferred until the next available conferral date.

Only credit hours are accepted in transfer, based upon the minimum grade required. Cumulative grade point averages for new transfers to Molloy begin with the first semester of grades recorded at Molloy, and exclude transfer work GPA.

DECLARATION/CHANGE OF MAJORS OR MINORS

Students wishing to change their major, minor or teacher certification, or to add or delete all or part of a major, minor or teacher certification, must submit a Change of Major/Minor Request through the student's account in Lion's Den. Some programs require an interview or audition before review of academic qualifications. All newly admitted undeclared majors will have until the end of their freshman year to declare a major.

For students working on a degree of Associate's in Applied Science in Allied Health programs, students must complete the AAS degree before requesting to be accepted into a four or five year program. Students may apply at graduation from one of the AAS Allied Health Programs to enter a bachelor's program through Admissions. There is no option for a second major for students in the Allied Health AAS degree programs, until the degree is earned.

ASSOCIATE IN ARTS DEGREE (AA)

The Associate in Arts degree may be earned by students who:

- Choose a two-year sequence in Liberal Arts and Sciences.

Graduation Requirements for the AA degree are:

- A minimum cumulative average of 2.00 ("C" average). (Students planning to continue in Bachelor's degree programs may need higher grades, as some majors require higher grades and GPAs for overall and/or major and related requirements.)
- Completion of FST 101, unless waived for transfer of 30 or more credits from another college.
- Completion of the college General Education requirements for the Associate's degree. (The Core requirement for Juniors is not required.)
- Satisfactory completion of 64 credits (44 credits in General Education and 19-20 credits in electives, depending upon need for FST).
- Completion of a minimum residency requirement of 33 credits, including the final 12 credits, completed as a matriculated student at Molloy.
- Completion of the liberal arts and sciences requirement of 45 credits for the Associate in Arts degree.
- File an online Application for Graduation within the deadlines published in the Academic Calendar.

ASSOCIATE IN APPLIED SCIENCE DEGREE (AAS)

The Associate in Applied Science degree may be earned by students who:

- Choose a program in Respiratory Care or Cardio-Vascular Technology.

Graduation requirements for all AAS degrees are:

- A minimum cumulative average of 2.00 ("C" average). "C" is the lowest acceptable grade for any major or minor requirements. (Some majors require higher grades and GPAs for overall and/or major and related requirements.)
- Completion of FST 101, unless waived for transfer of 30 or more credits from another college.
- Fulfillment of the General Education requirements for the Applied Associate's degrees. (The Core requirement for Juniors is not required.)
- Completion of all major, related and special requirements for the program of study.
- Satisfactory completion of the minimum credit requirement for each student's A.A.S. program (78 for Respiratory Care, 74 for Cardio-Vascular Technology).
- Completion of a minimum residency requirement of 33 credits, including the final 12 credits, completed as a matriculated student at Molloy.
- Completion of the liberal arts and sciences requirement of 20 credits for Applied Associate's degrees.
- File an online Application for Graduation within the deadlines published in the Academic Calendar.

BACHELOR OF ARTS DEGREE (BA)

Degree may be earned in a four-year course of study by students who:

- Choose as an area of concentration: communications, computer science, criminal justice, English, history, a liberal arts oriented interdisciplinary studies, mathematics, philosophy, political science, sociology, Spanish or theology.
- Choose to become Adolescence Education school teachers in the following areas of concentration: English, mathematics, social studies or Spanish.

Graduation requirements for all BA degrees are:

- A minimum cumulative average of 2.00 ("C" average). "C" is the lowest acceptable grade for any major or minor requirements. (Some majors require higher grades and GPAs for overall and/or major and related requirements.)
- Completion of FST 101, unless waived for transfer of 30 or more credits from another college.
- Fulfillment of the General Education requirements for the Bachelor's degrees.

- Completion of all major, related and special requirements for the program of study.
- Completion of the minimum of 128 credit hours. Some departments may require more.
- Completion of a minimum residency requirement of 30 credits, including the last 30 credits, completed as a matriculated student at Molloy.
- Completion of the liberal arts and sciences requirement of 90 credits for Bachelor of Arts degrees.
- File an online Application for Graduation within the deadlines published in the Academic Calendar.

BACHELOR OF FINE ARTS DEGREE (BFA)

Degree may be earned in a four-year course of study by students who:

- Choose an area of concentration: art.

Graduation requirements for all BFA degrees are:

- A minimum cumulative average of 2.00 ("C" average). "C" is the lowest acceptable grade for any major or minor requirements. (Some majors require higher grades and GPAs for overall and/or major and related requirements.)
- Completion of FST 101, unless waived for transfer of 30 or more credits from another college.
- Fulfillment of the General Education requirements for the Bachelor's degrees.
- Completion of all major, related and special

requirements for the program of study.

- Completion of the minimum of 128 credit hours. Some departments may require more.
- Completion of a minimum residency requirement of 30 credits, including the last 30 credits, completed as a matriculated student at Molloy.
- Completion of the liberal arts and sciences requirement of 30 credits for Bachelor of Fine Arts degrees.
- File an online Application for Graduation within the deadlines published in the Academic Calendar.

BACHELOR OF SCIENCE DEGREE (BS)

Degree may be earned in a four-year course of study by students who:

- Choose as an area of concentration: accounting, biology, business management, computer information systems, earth and environmental studies, finance, health service leadership, music, music therapy, nuclear medicine technology, nursing, psychology, science-oriented interdisciplinary studies or speech-language pathology/audiology.
- Choose to become teachers in biology or earth science in grades 7 to 12 (Adolescence Education).
- Choose to become Childhood Education school teachers with an area of concentration in biology, communications, English, history, mathematics, psychology, sociology, Spanish.
- Choose to become PreK-12 teachers in the Special Subjects of Music Education or Visual Arts.



Graduation requirements for all BS degrees are:

- A minimum cumulative average of 2.00 ("C" average). "C" is the lowest acceptable grade for any major or minor requirements. (Some majors require higher grades and GPAs for overall and/or major and related requirements.)
- Completion of FST 101, unless waived for transfer of 30 or more credits from another college.
- Fulfillment of the General Education requirements for the Bachelor's degrees.
- Completion of all major, related and special requirements for the program of study.
- Completion of the minimum of 128 credit hours. Some departments may require more.
- Completion of a minimum residency requirement of 30 credits, including the last 30 credits, completed as a matriculated student at Molloy.
- Completion of the liberal arts and sciences requirement of 60 credits for Bachelor of Science degrees.
- File an online Application for Graduation within the deadlines published in the Academic Calendar.

BACHELOR OF SOCIAL WORK DEGREE (BSW)

Degree may be earned in a four-year course of study by students who:

- Choose an area of concentration: social work.

Graduation requirements for a BSW degree are:

- A minimum cumulative average of 2.00 ("C" average). "C" is the lowest acceptable grade for any major or minor requirements. (Some majors require higher grades and GPAs for overall and/or major and related requirements.)
- Completion of FST 101, unless waived for transfer of 30 or more credits from another college.
- Fulfillment of the General Education requirements for the Bachelor's degrees.
- Completion of all major, related and special requirements for the program of study.
- Completion of the minimum of 128 credit hours.
- Completion of a minimum residency requirement of 30 credits, including the last 30 credits, completed as a matriculated student at Molloy.
- Completion of the liberal arts and sciences requirement of 30 credits for Bachelor of Social Work degrees.
- File an online Application for Graduation within the deadlines published in the Academic Calendar.

FIVE YEAR COMBINED DEGREES BACHELOR'S/ MASTER'S DEGREES (BA/MS; BS/MS)

Five Year Combined Bachelor's Arts/Master's of Science Degrees may be earned in a five-year course of study by students who:

- Choose to become Adolescence Education school teachers in the following areas of concentration: English, mathematics, social studies or Spanish.

Five Year Combined Bachelor's of Science/Master's of Science degree may be earned in a five-year course of study by students who:

- Choose to become teachers in biology or earth science in grades 7 to 12 (Adolescence Education).
- Choose to become Childhood Education school teachers with an area of concentration in biology, communications, English, history, mathematics, psychology, sociology, Spanish or Interdisciplinary Studies in "Philosophy-English-History" or in "Theology-English-History."
- Choose to become PreK-12 teachers in the Special Subjects of Music Education or Visual Arts.

Graduation requirements for all BA/MS and BS/MS degrees are:

- Follow the Education Division guidelines for minimum grades to progress and graduate for courses taken at the undergraduate- or graduate-level. (Some majors require higher grades and GPAs for overall and/or major and related requirements.)
- Completion of FST 101, unless waived for transfer of 30 or more credits from another college.
- Fulfillment of the General Education requirements for the Bachelor's degrees.
- Completion of all major, related and special requirements for the program of study.
- Completion of the minimum of 128 credit hours. Some departments may require more.
- Completion of a minimum residency requirement of 30 credits, including the last 30 credits, completed as a matriculated student at Molloy.
- Completion of the liberal arts and sciences requirement of 60 credits for Bachelor of Science degrees or 90 credits for Bachelor of Arts degrees.
- File an online Application for Graduation within the deadlines published in the Academic Calendar.

NURSING LICENSING REQUIREMENTS

Upon completion of the nursing program, which has been approved by the New York State Department of Education, the student will be eligible to take the State Board Examination for the license to practice nursing as a registered professional nurse in New York State.

TEACHING CERTIFICATION REQUIREMENTS

The College offers students the opportunity to prepare for both provisional and permanent teacher certification on both the graduate and undergraduate levels. In addition, the New York State Education Department requires these students to pass qualifying examinations in order to teach in the elementary and secondary schools of New York State as certified teachers.

MINORS

Students may elect to complete a minor at Molloy College. All students, including transfer students, electing to complete a minor must complete at least one-half of the requirements for the "Residency Requirements" in the minor at Molloy College.

A grade of "C" is the lowest acceptable grade for courses used to fulfill the minor requirements.

A minimum of 18 credits is required for a minor, some require more credits. For specific courses that will fulfill the minor, consult the section on "Minors" in the catalog. Courses that count toward meeting the student's major program of study or subject requirements or concentrations may not also count towards the minor.

Under advisement, students may integrate certain electives and General Education courses from various disciplines to form a cross-disciplinary minor. Examples of this are Irish Studies and Women's Studies.

Minors are not available for students doing the Associate's degree program.

As noted under "Double Majors and Minors Awarded" policy in the catalog: If a student who is working on a minor is eligible for graduation in the major and fails to complete the minor, the student may not return after graduation to take the remaining courses for the unfinished minor. Any additional courses will appear on the transcript, but there will be no award of the minor and no notation of the completion of the minor, since it was not completed at the time of graduation.

DOUBLE MAJORS AND MINORS AWARDED

Pursing a second major or a minor is recommended for those students entering college with Advanced Placement credits or with college-level credits earned in high school. Also, students may wish to pursue a second major or minor with their available elective credits. Students should discuss their options with their departmental undergraduate advisor for each proposed major or minor to ensure the requirements and expectations are clearly defined and understood. In some cases, depending upon the primary major, double majoring or pursuing a minor may not be possible in some areas due to program demands. Furthermore, all students must complete the necessary number of credits for the Liberal Arts and Sciences requirements for their type of degree, as noted in "Degree and Graduation Requirements" section of the catalog. The need to meet the Liberal Arts and Sciences requirements may mean that less elective credits are available to do second majors or minors, as certain majors and minors may be largely comprised of non-Liberal Arts and Sciences courses. An academic advisor will help clarify how the Liberal Arts and Sciences requirements can or cannot be met within the total hours needed for completing a degree.

A double major **or** a major with a minor (or minors) may be earned as part of the bachelor's degree program if both are completed at the time of graduation. Both majors will be shown on the student's official transcript. Different majors lead toward the Bachelor of Arts and Bachelor of Science degrees. The only distinction between these degrees is in the number of liberal arts credits required for graduation. Students completing a double major at the time of graduation with the majors registered under different types of degrees may select either: the B.A. or the B.S. degree. Students may not receive two bachelor's degrees for a double major. Only one diploma with the chosen bachelor's degree will be issued for double majors, even if the type of bachelor's degree is different for the two majors.

The New York State Education Department in a memorandum on "Awarding Credit for Same Courses in Different Degree Programs" permits two degrees for majors with the B.F.A. or B.S.W. degrees. These degrees are considered to represent professional preparation discrete from the learning identified by B.A. or B.S. degrees. Students doing double majors that include Art, Music or Social Work as a major will be awarded two degrees if both majors are completed at the time of graduation.

If a student who is working on a double major is eligible for graduation in only one of the majors and chooses to graduate in the one major while failing to complete the second major, the student may not return after graduation to take the remaining courses for the double major. Any additional courses completed after graduation will appear on the transcript, but there will be no award of the double major and no notation of the completion of a second major, since it was not completed at the time of graduation. The only option is to pursue a second bachelor's degree.

Students who have graduated and wish to earn a second bachelor's degree, must be readmitted and complete a minimum of 30 credits beyond the first bachelor's degree as described in this catalog.

If a student who is working on a minor is eligible for graduation in the major and fails to complete the minor, the student may not return after graduation to take the remaining courses for the unfinished minor. Any additional courses will appear on the transcript, but there will be no award of the minor and no notation of the completion of the minor, since it was not completed at the time of graduation. Students doing associate's degrees may not declare minors. **Courses that count toward meeting the student's major program of study or subject requirements for education or a concentration may not also count towards the minor requirements. Courses used to satisfy a minor may not be reused to satisfy another minor with similar or the same courses.**

SECOND BACHELOR'S DEGREES

Former Molloy College students and Molloy graduates wishing to work toward a second bachelor's degree (B.A., B.F.A., B.S.W. or B.S.) must be readmitted to the new desired major program of study by the Office of Admissions. Requirements for second bachelor's degrees include:

- Completion of a minimum of 30 credits at Molloy beyond the minimum total credit requirements (128 unless otherwise noted) for the first bachelor's degree, with a minimum cumulative index of 2.0 or "C" average
- Completion of a major not already completed as part of the first degree

- Completion of any additional Liberal Arts and Sciences credits to meet the requirement.
- File an online Application for Graduation within the deadlines published in the Academic Calendar.

NOTE: The General Education Requirements completed for the first bachelor's degree at Molloy need not be repeated. However, specific courses required for the related requirements of a second major will need to be met, as well as all the major requirements.

Students holding a bachelor's degree from another accredited college or university may apply to Molloy for admission into a program leading toward a second bachelor's degree. A maximum of 98 credits will be transferred into Molloy. The only required courses will be courses necessary for the new major not already accepted in transfer. A minimum of 30 credits must be completed at Molloy College. The previous degree should be compatible to the second bachelor's degree to meet the Liberal Arts and Sciences requirement. Courses applied to the previous degree's major may not be reused for the second bachelor's degree's major requirements.

All students are reminded that for a **B.A. degree, 90 credits** of the work shall be in the Liberal Arts and Sciences; that for a **B.S. degree, 60 credits** of the work shall be in the Liberal Arts and Sciences; that for **B.F.A. or B.S.W. degrees, 30 credits** of the work shall be in Liberal Arts and Sciences; that for an **A.A. degree, 45 credits** of the work shall be in the Liberal Arts and Sciences; and that for an **A.A.S. degree, 20 credits** of the work shall be in the Liberal Arts and Sciences.

PRE-LAW STUDIES

Law schools recommend that students pursue a liberal arts course of study, with a focus on critical thinking and logical reasoning. Law schools also recommend taking classes in law to create a topical foundation. Students at Molloy will be directed into a planned course of study that will prepare them for the study of law. These students should contact the Director of Legal Studies in the Criminal Justice and Legal Studies Department for counseling and advisement.

PRE-MEDICAL/HEALTH PROFESSIONS STUDIES

Students interested in pursuing a career in medicine or other health professions (dentistry, osteopathy, podiatry, veterinary medicine, optometry or chiropractics) should meet with the health professions advisor to discuss undergraduate course selections and other activities that will satisfy entrance requirements.

General meetings each semester allow for discussion of the application and admissions process. Advisement is available to all students. Individual appointments should be scheduled as early as the freshman year, but no later than the fall of the junior year. A minimum GPA of 3.0 is necessary for recommendation by the health professions advisor of the college for medical, osteopathic, dental or veterinary schools.

GRADUATE SCHOOL PREPARATION

Students who plan to pursue work leading to graduate degrees should consult with their major advisor concerning desirable courses in both the field of major study and in related supporting subjects to insure the most effective preparation. Students should

also ascertain the specific scholastic requirements of the particular graduate school they intend to enter. Information regarding such requirements is available in the bulletins on graduate study which may be secured from the Director of the Career Services Center or directly from the institution concerned.

GRADUATION APPLICATIONS AND APPROVAL

All students must file an online Application for Graduation according to the deadlines listed in the Academic Calendar. (Fees for filing are listed in the "Expenses" section of the catalog. Students should make certain that their academic records are in proper order and go over their plans of study when they apply to graduate with a degree. Students must complete all courses required for their programs of study by the degree award date. In the event of a required course no longer being offered, the Chairperson or Associate Dean may approve a substitution with an appropriate course.

The Registrar's Office notifies students with graduation issues using the students' Molloy email accounts. Students should follow through on any notifications or instructions to assure graduation issues are resolved early on.

DIPLOMA NAMES

A graduate's name as it appears on a diploma must be a legal name. The following guidelines will apply:

- First names may be complete or initialed, but must match student's name on the college records. Omission of the first name is not acceptable.
- Middle names may be complete or initialed, but must match the college records. Omission of the middle name is acceptable.
- Last names must match the college records exactly.
- Suffixes, such as Sr., Jr., III, etc., may be used if included in the student's record and documented in the student folder on the student's original application, a transcript from another school or a Certificate of Birth.
- Hispanic maternal surnames may be included if documentation is provided to the Registrar's Office for the student folder. Proper documentation is a copy of a Certificate of Birth showing the maternal surname, or on the student's original application.
- Hyphenated "maiden-married" last names may be used, provided the student's file has documentation to verify both names. A Student Information Sheet form accompanied by a Certificate of Marriage will be required if a name change for marriage has not been processed in the records, since the marriage.
- Married students wishing to use their birth name on the diploma must provide a copy of the Certificate of Birth if the birth name is not part of the student's record.
- Court ordered legal name changes, if not part of the student's record or folder, must be documented for use on the diploma.
- Special accent marks may be requested, and should be indicated on the Application for Graduation. Special

punctuation will be put on the diploma as the student indicates on the form, if possible.

- Neither titles nor degrees previously earned will be included as part of a graduate's name on a diploma.
- A diploma may be replaced with a new name with supporting documentation through the Registrar's Office. Any re-printing of diplomas will be charged to the student.



GRADUATION CEREMONIES: PARTICIPATION AND HONORS

Undergraduate students who are within two courses of meeting their graduation requirements and who have filed for August graduation (deadline on March 1) will be allowed to participate in May commencement ceremonies. Students should be registered in the needed Summer courses to show intent of completion in August. Students in the Applied Associate of Science programs in Allied Health, which are two and a half year long programs ending in August are encouraged to participate.

August candidates for graduation will not be eligible for the following honors listings in the commencement or convocation brochures:

- Departmental Honors
- Honors Cords (Fourragères)
- Degree Distinction notations in the program
- Honor societies

Only students who have completed all requirements for May graduation will be eligible to be listed for tentative honors recognition. Any exceptions to these policies must have the written approval of the Vice President for Academic Affairs.

Students who did not attend in the prior year and who have completed their degrees in August of the prior year, or completed their degrees in the preceding December or January reviews may participate in the May ceremony.

COMMENCEMENT

The commencement ceremony in May each year and all activities related to commencement are managed by the Office of Student Affairs. Important graduation information is e-mailed to the potential graduate from the Office of Students Affairs. Announcements for special graduation events are posted on the college website.

ALUMNI ASSOCIATION MISSION STATEMENT

The Molloy College Alumni Association promotes the educational purposes, interests and general welfare of Molloy College; encourages the alumni to provide financial and volunteer support to the College; responds with a strong sense of commitment to alumni recruitment and programming; develops and maintains integrated relationships with the college community; and fosters alumni involvement with current and prospective students. The Molloy College Alumni Association affirms the honor and intrinsic religious, educational, ethical and cultural values established by the Founding Sisters and is dedicated to fostering a diverse and inclusive learning community that focuses on respect for each person and leadership through service.



Molloy
College



Programs of Study and Major Requirements

Freshman Studies Program

K322A Kellenberg Hall
516.323.3410

Noelle Cutter
Director of Freshman Learning Communities

The Freshman Studies Program is designed to assist freshmen in their transition to college life. It consists of a mandatory one-credit course designed to help students achieve success in their academic career at Molloy College. Students will be made aware of the variety of support systems available, the opportunities to develop emotionally, spiritually and socially within the college environment and the values of a Liberal Arts education.

Transfer students entering with fewer than 30 transfer credits must register for this course, as part of Molloy's degree requirements.

Honors Program

K019 Kellenberg Hall
516.323.3017

Daniel J. McGann
Associate Dean for Undergraduate Studies
Director, Honors Program

The Modern World: Global Perspectives, Finding Solutions, Service at Home.

The Molloy College Honors Program traverses all majors and provides students with an academic opportunity that thematically integrates diverse disciplines. This program attempts to challenge students across all disciplines by identifying common interests and goals that address the many issues of global concern. Although the journey begins in the freshman year as participants in the Honors Freshman Learning Community, it is at the conclusion of the freshman year where the synthesizing begins as students will become participants in the Academe on Global Citizenship through the Global Citizenship Alliance in Salzburg, Austria.

The seminar on Global Citizenship in Salzburg includes lectures and discussions with international faculty as well as formal and informal work in small groups. Topics addressed in lectures and group discussions include globalization and global responsibility; the social, economic and political aspects of migration; the historical legacy of the Holocaust, human rights and humanitarian intervention; sustainable development; as well as the implications of the United States' presence around the world. The program aims to engage participating students as global citizens offering an opportunity.

During the final semester of the program, all Honor students

must complete a capstone project in order to graduate with the Honors Program distinction. Students who have completed the Honors coursework will be matched with a faculty mentor who will assist in helping students design a project that synthesizes knowledge gained from academic and scholarly coursework and that of their travel and experiences relative to the program and their major. The Honors students will have the privilege to share their insights with the Molloy Community and the option to submit their work to the National Collegiate Honors Council as well as the Northeast Regional Honors Council.

PROGRAM MISSION

The Mission of the Honors program is to successfully educate and graduate students who are informed global citizens. The Honors program prepares students to become competent and ethical global citizens by investigating the world beyond the immediate, understanding, affirming and articulating other perspectives in order to shape the future, resulting in taking action to improve the world globally and locally.

HONORS PROGRAM GOALS

- To graduate informed and engaged global citizens.
- To value diversity and the wealth of perspectives it brings.
- To develop a historical framework for referencing current global issues.
- To demonstrate an awareness of the cultural, social and political issues both past and present.
- To demonstrate ongoing leadership skills needed to address issues of global and local concerns.
- To develop an understanding of the liberal arts and sciences as expressions of our culture and experience in the world.
- To develop an understanding of diverse disciplines and their relation to one another.
- To develop socially responsible learners and leaders.

ADMISSION TO THE MOLLOY COLLEGE HONORS PROGRAM

Admission criteria to the Honors Program are competitive and selective. Consideration is given to students who show clear intellectual curiosity and a determination to take an active role in their education and the College community. Molloy Honors students choose this program because they are intent on making the world a better place.

The Molloy College Honors Program uses an all-inclusive admissions process weighing all areas of your application, including GPA, service and test scores. The most important component of the process is an essay, which must be submitted before a personal interview. Additional information is at the Molloy Honors Program website at molloy.edu/academics/honors-program.

To remain in the program, students must maintain a 3.3 GPA and fulfill a service-learning requirement.

ENTRANCE CRITERIA

The following criteria is considered for applicants to the Honors Program.

- High GPA, competitive SAT and/or ACT test scores
- Strong high school curriculum and involvement
- Demonstrated community service
- Personal interview

- A five hundred-word essay directed to the Honors Program Director. Topics for the essay will be posted on the Honors Program website. All essays should be emailed to honors@molloy.edu.
- All students interested in the Molloy College Honors Program must fill out a separate online application which is available on the Honors Program website.

DOUBLE MAJOR/MINOR

Pursing a second major or a minor for those enrolled in the Honors Program usually makes good sense. Given the advantage to register for up to 18 credits per semester with no additional charge and the addition of Advanced Placement courses and high school college courses taken, pursuing a second major or minor is strongly encouraged. Students thinking about double majoring or pursuing a minor, should discuss that choice with the Director of the Honors Program, as well their academic advisor. For additional information academic polices see the "Double Majors and Minors Awarded" section of the catalog under "Degree and Graduation Requirements".

Honors Program Requirements

Required Courses:	Credits
Semester I: Fall Semester - Freshman Year (7 credits):	
FST 101 Freshman Seminar (Global Challenges)	1
PHI 225H (HONORS) Civilized Ideas	3
Complete either* ART 221H or MUS 224H (The other one will be take in Spring):	3
ART 221H (HONORS) Art and Ideas Through History	*
MUS 224H (HONORS) Music and Society Through History	*
Semester II: Spring Semester - Freshman Year (6 credits):	
Complete either** ART 221H or MUS 224H (Whichever one was not taken Fall of Freshman Year):	3
ART 221H (HONORS) Art and Ideas Through History	**
MUS 224H (HONORS) Music and Society Through History	**
TRS 220H (HONORS) World Religions, Global Citizens: Contemporary Perspectives	3
Summer: Honors International Travel	
Semester III: Fall Semester - Sophomore Year (3 credits):	
SOC 225H (HONORS) Sociological Imagination	3
Semester V: Fall Semester - Junior Year (3 credits):	
ENG 281H (HONORS) Bioethics in the Contemporary World	3

Semester VI: Spring Semester - Junior Year (3 credits):	
ETH 280H (HONORS) Global Ethics	3
Semester VII: Fall Semester - Senior Year (4 credits):	
COR 383H (HONORS) Global Citizenship	4
Semester VII or VIII: Fall or Spring Semester - Senior Year (1 credit):	
HON 300H (HONORS) Capstone Seminar	1
Total:	27

Please note the following: Students enrolled in the College Honors Program are allowed to take (18) credits per semester with no monetary penalty. Since AP or High School College courses are not accepted in lieu of Honors Courses, but accepted in lieu of other General Education requirements, this benefit, along with AP or High School College courses puts the student in a position to pursue a minor and, in some cases, an additional major.

Honors Program Requirements/ Nursing Majors

Required Courses:	Credits
Semester I: Fall Semester - Freshman Year (4 credits):	
FST 101 Freshman Seminar (Global Challenges)	1
SOC 225H (HONORS) Sociological Imagination	3
Semester II: Spring Semester - Freshman Year (6 credits):	
Complete either* ART 221H or MUS 224H (The other one will be taken in the Junior year):	3
ART 221H (HONORS) Art and Ideas Through History	*
MUS 224H (HONORS) Music and Society Through History	*
Summer: Honors International	--
Semester III: Fall Semester - Sophomore Year (3 credits):	
TRS 220H (HONORS) World Religions, Global Citizens: Contemporary Perspectives	3
Semester IV: Spring Semester - Sophomore Year (3 credits):	
PHI 225H (HONORS) Civilized Ideas	3
Semester V: Fall Semester - Junior Year (3 credits):	
ETH 318H (HONORS) Bioethics in the Contemporary World	3
Semester VI: Spring Semester - Junior Year (6 credits):	
ENG 281H (HONORS) Modern Minds: Reflections on a Changing World	3

Complete either** ART 221H or MUS 224H (Whichever one was not taken Spring of Freshman Year):	3
ART 221H (HONORS) Art and Ideas Through History	**
MUS 224H (HONORS) Music and Society Through History	**
Semester VII or VIII: Fall or Spring Semester - Senior Year (1 credit):	
HON 300H (HONORS) Capstone Seminar*	1
<i>*HON 300H can be taken Spring of Senior Year if unable to take Fall of Senior Year</i>	
Semester VII or VIII: Fall or Spring Semester - Senior Year (4 credits):	
COR 383H (HONORS) Global Citizenship	4
Total:	27

Please note the following: Students enrolled in the College Honors Program are allowed to take (18) credits per semester with no monetary penalty. Since AP or High School college courses are not accepted in lieu of Honors Courses, but accepted in lieu of other General Education requirements, this benefit, along with AP or High School college courses puts the student in a position to pursue a minor and, in some cases, an additional major.

General Education Courses

K019 Kellenberg Hall
516.323.3017

Daniel J. McGann
Associate Dean for Undergraduate Studies
Director, Honors Program

The General Education requirements described in this catalog are for all students who have entered or will enter Molloy College since Fall 2002. The General Education courses are a required set of courses shared by all students regardless of their major. These requirements cross most divisions providing students not only with knowledge of the subject, but with the essential skills in writing, communication, research and critical thinking necessary to demonstrate an understanding of the interrelatedness between disciplines.

Education majors must take very specific courses for the General Education requirements and Education Majors' Additional Liberal Arts and Sciences Related requirements to satisfy both the Molloy's General Education requirement and NY State requirements for teaching certification. The specific required and recommended courses are provided in the "Education" section of the catalog.

Additional information on the General Education requirements is also provided in the section of the catalog for "Degree and Graduation Requirements".

Molloy's General Education requirements, with the exception of PED courses, will also count towards meeting the **Liberal Arts and Sciences requirements**, as noted in the "Degree and

Graduation Requirements" section of the catalog. Non-Liberal Arts and Sciences courses may not be substituted to meet General Education requirements.

GENERAL EDUCATION REQUIREMENT COURSES

Arts and Fine Arts (2 out of 3 Disciplines)–6 Credits Required:

- **Art History:** ART 129, 135, 136, 171, 220, 221H, 222, 223, 224, 225, 228, 229, 230, 232, 233, 234, 236, 240, 241, 248, 270, 296, 397, (Studio Art and Art Education courses may not be substituted to meet this requirement).
- **Music History:** MUS 105, 107, 108, 109, 160, 162, 164, 199, 200, 202, 203, 205, 208, 209, 224H, 225; (MUS 108 for Education Majors only) (MUS 199 and MUS 200 for Music majors only) (Applied Music, Applied Ensemble, Music Education and Music Therapy courses may not be substituted to meet this requirement).
- **Communications Speech:** COM 110, 114, 117, 120, 122, 210, 211, 213, COM 229 (beginning in Fall 2017), 246, 262, 313, 356, NMD 246. (Only the listed COM Speech courses meet this requirement. Other COM courses cannot be substituted for the speech requirement. For programs of study in the Business Division prior to Fall 2017: COM 229 combined with 239 is accepted for Business and Finance programs only; COM 229 is accepted for Accounting programs only. Beginning in Fall 2017 COM 229 satisfies for all Business Division programs), Also, note that COM 124 is discontinued and renumbered as SLP.

English and Modern Languages– 9 Credits Total Required:

- **English–3 Credits Required:** ENG 110 (College Composition)
- **Modern Languages–3 Credits Required:** ARA 101, 102, 201, CHI 101, 102, 201, ESL 125, 135, 136, 140, 145, 155; FRE 101, 102, 201, 215; ITA 101, 102, 201, 215, 305, 310, 330, 331, SPA 101, 102, 103, 104, 105, 106, 201, 215, 216, 220, 224, 305, 307, 324, 330, 331. (A course substitution is needed to apply ITA 113, 114, 203, 204, 335, 336, SPA 113, 114, 203, 204, 209, 335, 336, 337, 338.) ESL course do not count towards the 12 credits in a foreign language requirement for the Five Year TESOL Education program.
- **AND 3 Credits required in either Modern Language (courses listed above), Modern Language Literature (courses listed below), or English Literature Required (courses listed below):**
- **English Literature:** ENG 117, 150, 161, 162, 241, 242, 243, 244, 251, 252, 253, 254, 255, 262, 263, 281H, 310, ENG/COM 311, 312, 313, 314, 315, 316, 318, 321, 322, 323, 324, 325, 332, 333, 334, 335, 336, 337, 338, 343, 344, ENG/COM 345, ENG/COM 349, 350, 351, 352, 361, 363, 364, 365, 366 (ENG 262 is required for Childhood Education programs of study only)
- **Modern Language Literature:** ITA 410; SPA 312, 351, 352, 353, 370, 425

NOTE: American Sign Language (ASL) courses may satisfy the Language General Education requirements for some (not all) programs of study: ASL 101, 102, 106, 201, 215.

Effective Fall 2015, the college will be offering new courses in ASL that can be used to meet the General Education Modern Language requirement **for many but not all programs of study at Molloy**. The newly developed ASL courses with specially designed curriculum will count as Liberal Arts and Sciences credits, as well. These new courses are not equivalent to former non-liberal arts courses in sign language offered in the past at the college as: SLP 275 and 276. For students who have received credit for SLP 275 or SLP 276, these are not Liberal Arts and Science credits and are **not acceptable** to satisfy the Modern Language General Education or Modern Language/Literature General Education requirements.

Continuing students, who matriculated prior to Fall 2015, and who have programs of study that will allow ASL for the Modern Language General Education requirement or the Modern Language/Literature requirement, may take the new ASL courses. (See rules for programs of study below.) **For continuing students who matriculated at Molloy prior to Fall 2015**, advisors may arrange for substitution forms for ASL 101, 102, 106, 201 or 215 to meet the General Education Modern Language or Modern Language/Literature requirement - **only if it is allowed by their program of study, as outlined below. Students wanting to meet the General Education requirements with ASL courses and who have previously taken SLP 275 or 276 must take a new ASL course.** These students, as well as students who already know some sign language prior to coming to Molloy, must contact the Modern Languages Department to be placed into one of the new courses.

Beginning Fall 2015, ASL will satisfy the Modern Language Arts General Education and/or Modern Language/Literature General Education requirements for the following programs of Study:

Business Division: ASL satisfies for all programs of study.

Education Division: ASL satisfies for all Childhood Education Programs: Biology, Communications, English, History, Interdisciplinary, Mathematics, Spanish, Psychology and Sociology. **ASL satisfies for both Special Subjects Education Programs:** Music Education and Visual Arts Education. **ASL satisfies only these specified Adolescent Education programs:** Biology, Earth Science, Mathematics and Social Studies.

The English Adolescent Education and Spanish Adolescent Education programs have specific Modern Languages Related Requirements so the ASL courses would not apply to their Related Requirements: English, Spanish. (Please review the English Adolescent and Spanish Adolescent programs for specified courses to be taken as Related Requirements.)

Humanities: All non-education programs in the Humanities have specific Related Requirements for the Language General Education and the Modern Language/Literature General Education. **Courses in Arabic, Chinese, ESL, French, Italian and/or Spanish are required as Related Requirements for these departments.** Please review each program for specific Related Requirements: Art, Communications, Communications: New Media, English, Interdisciplinary Studies, Spanish, Music, Music Therapy, Philosophy, and Theology and Religious Studies. ASL courses cannot be applied to these programs' Related Requirements. (Theatre students may take ASL as a language requirement course.)

Natural Sciences, Mathematics and Computer Studies, Speech Language Pathology and Allied Health: ASL applies for all programs of study in these areas: Biology, Earth and Environmental

Studies, Mathematics, Computer Science, Computer Information Studies, Health Service Leadership, Nuclear Medicine Technology (BS), Speech-Language Pathology.

Nursing: ASL satisfies all programs of study.

Social Sciences: ASL applies for these specific programs: History and Political Science, Psychology, Sociology. **Social Work** will accept 3 credits of either ASL and/or SPA towards their Related Requirement. **Criminal Justice programs have specific Related Requirements for Languages, so ASL would not be applied to the Criminal Justice program.**

Social and Behavioral Sciences (3 out of 4 disciplines)–9 Credits Required:

- **History:** HIS 101, 102, 111, 112, HIS/POL 213, 216, 221, 223, 224, 230, 232, 233, HIS/POL 234, HIS/POL 235, HIS/POL 236, 240, 245, 249, 250, 253, HIS/SOC 254, 260, 263, 267, 310, 314, 315, 316, 320, HIS/POL 321, 322, HIS/POL 323, HIS/SPA 329, 336, HIS/POL 340, 344. (For cross-listed HIS/POL courses a substitution request may be submitted to meet either the History or Political Science general education for students that are doing both History and Political Science options.) (HIS 225H applies from the past for Honors Program students.)
- **Political Science:** POL 100, 101, 103, 106, 107, 115, 200, 201, 206, 209, 210, HIS/POL 213, POL 225H, HIS/POL 234, HIS/POL 235, HIS/POL 236, 302, 303, 311, HIS/POL 321, HIS/POL 323, HIS/POL 340. (For cross-listed HIS/POL courses a substitution request may be submitted to meet either the History or Political Science general education for students that are doing both History and Political Science options.) (POL 225H applies from the past for Honors Program students.)
- **Psychology:** PSY 111, 204, 205, 206, 237
- **Sociology:** SOC 101, 152, 161, 166, 225H

Math and Science (1 of each discipline)–6 Credits Required:

- **Mathematics:** MAT 110, 114, 115, 116, 118, 129, 136, 220, 221, 225 (MAT 114, 115, 129, 225 all satisfy Statistics requirements) (MAT 209, MAT 210 and 320 for Ed. majors only)
- **Science:** BIO 110, 112, 114, 120, 126, 150, 151, 232, 280H; CHE 103, 110, 112, 113, 132, 200; ENV 101, 140; ESC 115, 125, 127, 130; PHY 270. (NOTE: BIO 247 Nutrition for Health for 2 credits is not allowed to meet the Science requirement. GEO 200 does not meet the Science General Education requirement as of Fall 2017.)

Philosophy, Theology and Religious Studies, and Ethics (1 of each discipline and Ethics in either)–9 Credits Required:

- **Philosophy:** PHI 100, 102, 201, 213, 215, 216, 217, 225H, 231, COM/PHI 237, 241, 259, 260, 261, 262, 268, PHI/THE 270, 275, 279, 280, 281, 300, PHI/POL 310, 313, 315, 318, MAT/PHI 322, MAT/PHI 324, 330, 355, 356, 357. (For cross-listed PHI/POL and PHI/THE courses a substitution request may be submitted to meet one general education.)
- **Theology and Religious Studies:** TRS 100, 101, 104, 130, 131, 132, 134, 140, 142, 145, 183, 220H, 221, 222,

225, 227, 230, 241, 242, 252, 254, 260, 262, 263, 265, 273, 274, 275, 281, 285, 340, 355. Former course codes: THE 100, 101, 104, 220H, 221, 225, 230, 241, 242, 251, 252, 254, 257, 260, 262, 263, 265, PHI/THE 270, 273, 281, 285, 300, 320H, 325, 330, 340, 350, 355, 370. (For cross-listed PHI/THE courses a substitution request may be submitted to meet one general education.)

- **Ethics:** ETH 250, 252, 254, 255, 257, 258, 260, 278, 279, 280H, 288, 318H; (ETH 505 for Dual Degree Nursing students only); PHI 250, 252, 254, 255, 257, 258 (PHI 505 for Dual Degree Nursing students only); THE 278, 279, 288 (THE 505 for Dual Degree Nursing students only)

Physical Education—1 Credit Required:

- **Physical Education:** PED 110, 112, 122, 125, 133, 134, 139, 142, 144, 145, 146, 148, 150, 151, 153, 154, 155, 156, 160, 162, 164, 166, 174, 178, 183, 185, 189, 193, 195, 200, 205 (Each course is 1 credit. For 1/2 credit courses take two and notify advisor for aid with degree audit.)

PED 190 fulfills requirement for students with a medical excuse.

All Childhood Education majors must any General Education PED list course effective Fall 2017. Adolescence Education majors and Education majors in Special Subjects - Music Education or Visual Arts Education may take any 1 credit course from the General Education PED list.

Core Courses—4 Credits Required:

- **Core:** COR 324, 325, 326, 332, 333, 335, 336, 337, 338, 341, 342, 344, 345, 346, 347, 348, 349, 352, 354, 355, 358, 361, 362, 363, 364, 365, 366, 367, 368, 369, 372, 373, 374, 375, 376, 383H, 385, 385H (Each course is 4 credits)

NOTE: This listing of courses represents the course numbers used in this and older catalogs since 2002. Various departments have renumbered some courses. Courses taken under old catalog numbers that are no longer offered or that are renumbered still satisfy the requirements. Refer to the course description section of the catalog to verify old and new numbers.

should be chosen carefully with an academic advisor to best select courses that are transferable to another institution or program of study.

GOALS AND OBJECTIVES

To provide knowledge of the Liberal Arts and Sciences at the Associate Degree level, which also serves to fulfill the General Education Requirements for students who wish to continue in a Baccalaureate program.

Liberal Arts and Sciences—A.A.

New York State Registered Program Code: 76752

HEGIS Code: 5649.00 {Liberal Arts, General - Pre-Baccalaureate Liberal Arts}

Molloy Program of Study Code: LASAA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (40 credits needed) See NOTE	
Arts and Fine Arts (2 out of 3 disciplines)— ART History/MUS History/COM Speech	6
English and Modern Languages— ENG 110 College Composition, Modern Language, AND either a Modern Language OR a Modern Language Literature or English Literature course	9
Social and Behavioral Sciences (3 out of 4 disciplines)—History, Political Science, Psychology, or Sociology	9
Math and Science (1 of each discipline)— Mathematics and Science	6
Philosophy, Theology and Religious Studies, and Ethics (1 of each discipline)—Philosophy; Theology and Religious Studies, and Ethics (ETH)	9
Physical Education	1
Electives: 6 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 101 counts towards required Electives.	24
<i>(Adjust Electives needed for taking, Remedials, ESL, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	64

NOTE: Students planning to pursue bachelor’s degrees in Education at Molloy, should select specific courses from the “General Education Courses” for different certifications in the “Education” section of the catalog.

For all other anticipated programs of study at Molloy, students should review and follow the specific major’s General Education requirements wherever there are General Education courses that can also count for a Major or Related requirement.



K019 Kellenberg Hall
516.323.3017

Daniel J. McGann
Associate Dean for Undergraduate Studies
Director, Honors Program

The Liberal Arts and Sciences Program for an Associate’s in Arts degree is a two-year program intended for those who plan on transferring to a four-year college or university to complete a bachelor’s degree. Courses needed for this program of study include the General Education requirements at Molloy, with the exception of the Core requirement. The available elective credits

Molloy
College



Division of Business

Programs of Study

Letter from the Dean of the Division of Business

Dear Future Leader,

Welcome to Molloy College's Division of Business. Making the decision as to which college to attend is both exciting and nerve-racking. We understand how important it is to find the perfect environment that will match both your professional aspirations and learning style. Our program offers flexibility with online and hybrid classes, and both day and evening classes with technology integrated into each course.

Molloy can be the perfect fit for you.

A Molloy College education prepares you to start your career and to ultimately assume positions of leadership. Its foundation is built upon a global outlook and a disposition toward ethical decision-making and social responsibility.

Major areas of study in Accounting, Management, Marketing, Personal Financial Planning or Finance allow you to become an expert in your field. Our dual-degree program offers the opportunity to complete both the undergraduate and the graduate degrees in five years.

Excitement emerges for the doors that will open and the new career that will follow. Yet, it is the journey through the various courses that allows you to gain knowledge, accelerate experience, and to build evidence of achievement and success. Each intentionally small class brings a new set of relationships with the professor and with student-colleagues. Each discussion increases your reach and perspective.

Our faculty are highly credentialed and professionally prepared. They are leaders in their fields, scholars in their professions, and true mentors to those who want to succeed. In partnership with the faculty, you will gain both the academic and professional skills that employers will value. Our well-developed internship program allows your resume to grow as your knowledge progresses. That is the Molloy difference. Open the door to your future; Molloy will welcome you.



Maureen L. Mackenzie, Ph.D., PHR
Dean of the Division of Business



Molloy
**College**

1-888-4-MOLLOY
www.molloy.edu

Mission Statement of the Business Division

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 dispositions, 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 the business, accounting, and financial fields. Faculty recognize that effective business leaders have a solid foundation in the liberal arts and sciences, aligned with current events and business requirements.

Business

C103 William J. Casey Center
516.323.3077

Maureen L. Mackenzie, Dean of the Division of Business

Linda Silva Thompson, Associate Dean and Director of Undergraduate Business Programs

Stephen J. Bier, Associate Dean for Strategic Business Initiatives

Professors: Maureen L. Mackenzie, Daniel Cillis

Associate Professors: Daniel R. Ball, Lenora Foerster, Bruce L. Haller

Assistant Professors: Peter L. D'Antonio, Joseph P. Garrity, Robert D. Goch, Brian Noll, S. Judy Olsen, O.P., Meryl Rosenblatt, Linda Silva Thompson

Instructors: Glen Brauchle, Dawn DiStefano, Diane Vitale

Auxiliary Part-Time Faculty: Diana Bier, Jai Jai R. Greenfield, Alan Halperin, Antonia Loschiavo, David Reiss, Maury Schneider, Carolyn A. Sweetapple

Adjunct Professor: Lauren Spatig

Adjunct Assistant Professor: Nicholas M. Zacchea

Adjunct Faculty: Jamal Ahmad, Hussain S. Ahmad, Robert Benz, Michael Betzag, Stephen J. Bier, Kelli Burgos, Robert A. Caliendo, Jennifer P. Carey, Adrienne M. Carroll-Conlon, Lewis Cordina III, Constance Crawford, Hon. Vito DeStefano, John Gallagher, Peter Giacone, Zachary Goldstein, Michael Hishmeh, Robert D. Hoskins, Paul Hyl, R. Wes Kirchoff, Kenneth Lange, Steven A. Levine, Gabriel S. Marques, Thomas J. Mastro, Thomas McNamara, John B. Mullin, Brian O'Neil, Michael S. Pak, Peter Palazzo, Peter Patch, Jennifer Pugh-Sullivan, Thomas Pawluk, James Paymar, Susan E. Quilty, Justine M. Roe, Kerry Ruoff, James Ryan, Ira Stolzenberg, Ryan G. Tanacredi, Victor J. Tutino, Jr., William M. Venezia, John J. Wagner, Bruce Waxman

The Molloy College Undergraduate Business Program offers a

unique executive-based learning approach to business education. This distinctive didactic model begins with selecting the right faculty. Our professors have been employed in a wide range of industries within the business field and bring a wealth of real-world corporate knowledge and experience to the classroom. In addition, Molloy's Business Program focuses on finding the best students for this exclusive program. Our students exhibit both a high aptitude and the right attitude in order to be successful both academically and professionally. With the correct training, which includes an emphasis in writing, public speaking, Excel modeling and ethics, our students gain the necessary knowledge and skills to compete in today's challenging and globally expanding business environment. We take pride in placing strong emphasis on professional experience through extraordinary internships and, ultimately, full-time job placement. We encourage all of our students to begin this real-life business experience through internship placements as early as the summer after freshman year, and we fully utilize a dedicated resource within the Business Division to help students achieve this goal.

The goal of the program is to challenge every student to achieve their full potential. The Program aims to provide students with the academic foundation and professional business skills that will enable them to obtain multiple internship opportunities throughout undergraduate tenure and ultimately, full-time professional positions.

PROGRAM OUTCOMES

Upon completion of the program, undergraduate business students will:

- Demonstrate a mastery of management, accounting, finance, marketing and economic theory and practice
- Employ both written and oral communications skills effectively emphasizing professional presentation and team participation
- Acquire quantitative and qualitative skills to analyze and evaluate business challenges
- Integrate a strong ethical thought process into all their business decision making
- Employ logical and critical reasoning to action-oriented strategic planning
- Apply the Dominican values of study, spirituality, service and community to ethical decision-making
- Demonstrate respect for others in our global society
- Prepare for both a professional business path and for business related graduate studies
- Develop a commitment to continuous learning

NOTE: Grade of "C" is the lowest acceptable grade for courses in the major/business core and related requirements (excluding the ethics related requirement). Grade of "C" is the lowest acceptable grade for courses for a minor. Students will be required to retake courses if the student earns below a "C" for these requirements.

CAREER ADVISEMENT

Faculty advisors will assist in choosing required and elective courses, both departmental and non-departmental, so as to best



achieve the student's goals. While the student is responsible to complete all requisite courses, the close advisement process is designed to assist the student meet all requirements for the B.S. degree.

For those who have special interests and talents in other disciplines, it is possible to pursue another major with the Business Management Major.

INTERDISCIPLINARY STUDIES

Students opting to choose Accounting, Business Management, Economics, Finance, Marketing or Personal Financial Planning as an Interdisciplinary Concentration should follow the prescribed courses listed for the minor of the same subject, but with three credits of additional electives in consultation with the advisor. See the Minor Requirements section of the catalog.

MINORS

The Division of Business offers minors for non-business majors in Accounting, Business Management, Economics, Finance,

Marketing, Social Entrepreneurship and Personal Financial Planning. For Business majors, there is a wide range of minors available. Minor requirements are described in the section of the catalog on Minors.

Business Honors Program

The Business Division offers the oldest and most established Business Honors Program in the Long Island area for undergraduate business students. Participation in the Business Honors Program offers qualified students an opportunity to learn from the most accomplished professors alongside the best and the brightest students in the program. Honors classes are structured in cohorts, which form a tight-knit, cooperative learning community. These courses are enhanced to challenge honors students and differ from the non-honors business courses in the depth and breadth of subject matter. Honors students are held to a higher standard of academic rigor and ultimately, academic achievement overall. In addition, the Business Division will arrange elite guest speakers and provide ample opportunity for international travel, in which

Business Honors students will be given first priority for participation in business international travel.

The goal of the Undergraduate Business Program is to challenge the high attitude student to achieve their maximum potential. The Business Honors Program consists of 12 business classes taken over four years. If, prior to entering the Program, a Molloy student has received college credit for a course that is included in the Business Honors curriculum, the student is required to “audit” the course as part of the Program. In this capacity, the student will attend all classes and complete all assignments, but will receive an “audit” designation on the transcripts and will not be charged tuition for the course.

- Students entering the Business Honors Program as freshmen in 2017 and thereafter must complete or audit 10 out of the 12 required courses in order to have the “Business Honors Program” noted on their final transcript
- Students entering the Business Honors Program as sophomores in 2017 and thereafter must complete or audit six of the 12 required courses in order to have the “Business Honors Program” noted on their final transcript
- Students who entered the Business Honors Program as freshmen prior to 2017 must complete or audit 10 of the 12 required courses in order to have the “Business Honors Program” included on their final transcript

This Program is independent of the Molloy College Honors Program. Student participating in the Business Honors Program are encouraged to participate, if invited, in the Molloy College Honors Program. Only Business Honors students who are also participants in the Molloy Honors Program are permitted to take more than 16 credits in a semester without being assessed an additional tuition charge.

BUSINESS HONORS PROGRAM DESIGNATION

The Program is independent of the Molloy College Honors Program. Students accepted into the Business Honors Program are encouraged to participate in the Molloy College Honors Program. (Business Honors Program students taking more than 16 credits are charged the “Each additional credit over 16” tuition charge.)

The purpose of the Business Honors Program is to challenge the student to reach their full potential. The goal of the program is to provide the students with the academic foundation and business skills to enable them to flourish in internship opportunities and ultimately in full-time professional positions.

ADMISSIONS CRITERIA

There is no separate application for the Business Honors Program. Upon admissions to the College, interested high school students must arrange a personal interview with the Director of the Business Honors program. Admissions into the Program will be based upon SAT/ACT scores and high school GPA, along with other qualitative factors such as professional presence and strong communication skills.

In addition, some students not initially invited to the Business Honors Program may be considered for the Program after two academic semesters. Admission will be based upon the following factors:

- College academic record along with participation in

- extracurricular activities
- High school GPA and standardized test scores (SAT/ACT)
- Recommendations from their college professors
- A personal interview with the Director of the Business Honors Program

STUDENT PROGRESSION

Business Honors Program students must maintain a minimum GPA of 3.0 in order to continue in the Program. Should a student’s cumulative GPA fall below 3.0, there is a one-semester “cure” period.

BUSINESS HONORS PROGRAM COURSES

This list of courses is subject to revisions and modifications. Business Honors Program students will take the following courses as a cohort:

Freshman Year:	Credits
ACC 260H (H) Accounting I	3
ACC 261H (H) Accounting II	3
BUS 101H (H) Introduction to Business	3
BUS 201H (H) Principles of Management	3
Sophomore Year:	
BUS343H (H) Quantitative Analysis for Business Applications	3
ECO 251H (H) Macroeconomics	3
ECO 252H (H) Microeconomics	3
FIN 350H (H) Corporate Finance	3
Junior Year:	
BUS 201H (H) Principles of Management	3
ECO 315H (H) Money, Banking and Financial Markets	3
FIN 379H (H) Intermediate Corporate Finance	3
MKT 230H (H) Principles of Marketing	3
Senior Year:	
<i>Complete one capstone-level course:</i>	3
BUS 490H (H) Management, Marketing and Finance Capstone	*
ACC 491H (H) Accounting Capstone	*
Total Credits	36

CPA Exams

Students taking the CPA (Certified Public Accountant) Exam in the years after 2009 complete 150 college credits in any combination of undergraduate and graduate courses in order to be licensed. Students may take the CPA Exam prior to earning 150 college credits. Such candidates, however, will not become licensed until they pass the examination, earn 150 college credits and acquire one year of qualifying accounting experience by being supervised by a CPA. For more information on CPA licensing requirements, please refer to the following websites: www.nasba.org and www.op.nysed.gov. CPA Exam policies should be reviewed and verified for changes periodically.

Programs for Accounting Majors

ACCOUNTING—B.S.

New York State Registered Program Code: 28053

HEGIS Code: 502.00 {Accounting}

Molloy Program of Study Code: ACCBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE	
<i>Arts and Fine Arts (1 out of 2 disciplines) (3 credits):</i> ART History/MUS History	3
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (3 credits):</i> Science course	3
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits):</i> PHI; TRS	6
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (36 credits):	
ACC 260 Accounting I	3
ACC 261 Accounting II	3
ACC 362 Intermediate Accounting I	3
ACC 363 Intermediate Accounting II	3
ACC 364 Cost and Managerial Accounting Systems	3
ACC 366 Taxation I	3
ACC 367 Taxation II	3
ACC 368 Advanced Accounting	3
ACC 369 Auditing	3
<i>Complete two of the following courses* (6 credits):</i>	6
ACC 361 Forensic Accounting	*
ACC 370 Government and Not-for Profit Accounting	*
ACC372 Computerized Accounting and Computer Systems	*
ACC 491 Accounting Capstone‡	3
Business Core Requirements (21 credits):	
BUS 101 Introduction to Business	3
BUS 201 Principles of Management	3
BLW 240 Business Law I	3
BLW 241 Business Law II	3
BUS 343 Quantitative Analysis for Business Applications	3
FIN 350 Corporate Finance	3
<i>Complete either** BUS 460 or FIN 379:</i>	3
BUS 460 Business Internship†	**

FIN 379 Intermediate Corporate Finance†	**
Related Requirements (21 credits):	
CIS 105 Computer Applications for Business	3
COM 229 Experience in Corporate Communications	3
ECO 251 Macroeconomics	3
ECO 252 Microeconomics	3
ECO 315 Money, Banking and Financial Markets	3
ETH 257 Business Ethics	3
MAT 129 Elementary Statistics for Business	3
Electives: 5 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 101 counts as a LAS required Elective.	15
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 35, because the following Related requirement will also satisfy the requirement: COM 229, ETH 257 and MAT 129.

†**FIN 379/BUS 460:** Full-time working students will take FIN 379 with the Program Director's approval.

‡**ACC 491:** Requires Program Director's approval.

Programs for Business Management Majors

BUSINESS MANAGEMENT—B.S.

New York State Registered Program Code: 77048

HEGIS Code: 506.00 {Business Management and Administration}

Molloy Program of Study Code: BUSBS

Molloy Program of Study Code: MBDAC (Dual Degree)

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE	
<i>Arts and Fine Arts (1 out of 2 disciplines) (3 credits):</i> ART History/MUS History	3
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (3 credits):</i> Science course	3
<i>Philosophy, Theology and Ethics (1 of each discipline) (6 credits):</i> PHI; THE	6
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (51 credits):	



BUS 101 Introduction to Business	3
BUS 201 Principles of Management	3
MKT 230 Principles of Marketing	3
BLW 240 Business Law I	3
ACC 260 Accounting I	3
ACC 261 Accounting II	3
BUS 303 Human Resource Management	3
BUS 304 Organizational Behavior	3
Complete either* BUS 308 or BUS 315:	3
BUS 308 Project Management	*
BUS 315 Entrepreneurship	*
BUS 334 International Business	3
BUS 343 Quantitative Analysis for Business Applications	3
FIN 350 Corporate Finance	3
Complete either** FIN 379 or BUS 460:	3
FIN 379 Intermediate Corporate Finance†	**
BUS 460 Business Internship †	**
BUS 490 Management and Finance Capstone‡	3
Complete three BUS/ECO/FIN/MKT 300/400-level electives (9 credits)	9
Related Requirements (26-28 credits):	
CIS 105 Computer Applications for Business	3
CIS 360 Computer Information Systems in Business	3

COM 229 Experience in Corporate Communications	3
Complete either* COM 210 or COM 239:	1-3
COM 210 Public Speaking (3 credits)	*
COM 239 Public Speaking for Business (1 credit)	*
ECO 251 Macroeconomics	3
ECO 252 Microeconomics	3
Complete either** ECO 315 or ECO 320:	3
ECO 315 Money, Banking and Financial Markets	**
ECO 320 Global Economics and Finance	**
ENG 238 Techniques for Business Writing	1
ETH 257 Business Ethics	3
MAT 129 Elementary Statistics for Business	3
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts as towards Electives Requirement.	14-16
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--

Total: **128**
NOTE: The General Education requirement is 44, and has been adjusted to 35, because the following Related requirement will also satisfy the requirement: COM 229, ETH 257 and MAT 129.

†**FIN 379/BUS 460:** Full-time working students will take FIN 379 with the Program Director's approval.

‡**BUS 490:** Requires Program Director's approval.

Programs for Finance Majors

FINANCE—B.S.

New York State Registered Program Code: 34116

HEGIS Code: 504.00 {Banking and Finance}

Molloy Program of Study Code: FINBS (Dual Degree)

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE	
<i>Arts and Fine Arts (1 out of 2 disciplines) (3 credits):</i> ART History/MUS History	3
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (3 credits):</i> Science course	3
<i>Philosophy, Theology and Ethics (1 of each discipline) (6 credits):</i> PHI; THE	6
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (51 credits):	
BUS 101 Introduction to Business	3
BUS 201 Principles of Management	3
MKT 230 Principles of Marketing	3
BLW 240 Business Law I	3
ACC 260 Accounting I	3
ACC 261 Accounting II	3
BUS 343 Quantitative Analysis for Business Applications	3
FIN 350 Corporate Finance	3
ACC 362 Intermediate Accounting I	3
ACC 363 Intermediate Accounting II	3
FIN 379 Intermediate Corporate Finance	3
FIN 380 Investment Management	3
FIN 381 Risk Management	3
<i>Choose one* of the following (3 credits):</i>	3
FIN 384 Real Estate and Project Finance	*
FIN 387 Global Financial Markets	*
FIN 388 Fixed Income Markets and Valuation	*
FIN 403 Corporate Treasury Management	*
FIN 389 Fundamental Analysis and Company Valuation	3
<i>Complete either BUS 460** or BUS 484** (3 credits):</i>	3
BUS 460 Business Internship I†	**
BUS 484 Strategic Management†	**
BUS 490 Management and Finance Capstone‡	3
Related Requirements (32-33 credits):	

CIS 105 Computer Application for Business	3
CIS 360 Computer Information Systems in Business	3
COM 229 Experience in Corporate Communication	3
COM 239 Public Speaking for Business	1
ECO 251 Macroeconomics	3
ECO 252 Microeconomics	3
ECO 315 Money, Banking and Financial Markets	3
ECO 320 Global Economics and Finance	3
ENG 238 Techniques of Business Writing	1
ETH 257 Business Ethics	3
MAT 129 Elementary Statistics for Business	3
<i>Complete one* of the following:</i>	3-4
MAT 116 College Algebra and Trigonometry	*
MAT 118 Pre-Calculus	*
MAT 221 Calculus I	*

Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. **FST 101** counts as towards Electives Requirement. 9-10

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 35, because the following Related requirement will also satisfy the requirement: COM 229, ETH 257 and MAT 129.

†**BUS 460:** Full-time working students will meet with Undergraduate Assistant Dean for approved FIN course.

‡**BUS 490:** Requires Program Director's approval.

Programs for Marketing Majors

MARKETING—B.S.

New York State Registered Program Code: 36275

HEGIS Code: 509.00 {Marketing and Purchasing}

Molloy Program of Study Code: MRKBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE	
<i>Arts and Fine Arts (1 out of 2 disciplines) (3 credits):</i> ART History/MUS History	3
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (3 credits):</i> Science course	3
<i>Philosophy, Theology/Religious Studies and Ethics (2 of two disciplines) (6 credits):</i> PHI; TRS	6

Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (54 credits):	
BUS 101 Introduction to Business	3
BUS 201 Principles of Management	3
MKT 230 Principles of Marketing	3
MKT 235 Consumer Behavior	3
BLW 240 Business Law I	3
ACC 260 Accounting I	3
ACC 261 Accounting II	3
BUS 304 Organizational Behavior	3
BUS 334 International Business	3
MKT 337 Marketing Strategy	3
MKT 338 Marketing Research	3
BUS 343 Quantitative Analysis for Business Applications	3
FIN 350 Corporate Finance	3
Complete either* FIN 379 or BUS 460:	3
FIN 379 Intermediate Corporate Finance†	*
BUS 460 Business Internship I†	*
BUS 490 Management, Marketing and Finance Capstone‡	3
Complete three management or marketing BUS/MKT electives (9 credits):	9
May take either MKT 255/COM 254 or COM 357:	*
MKT/COM 254 Public Relations	
COM 357 Digital Public Relations Campaigns	
NMD 243 Introduction to New Media	*
MKT 332 Sports Marketing	*
MKT 340 International Marketing	*
MKT 341 Branding Strategies	*
MKT 342 Digital Media Marketing	*
MKT 344 Integrated Marketing Communications	*
Related Requirements (26-28 credits):	
CIS 105 Computer Applications for Business	3
CIS 360 Computer Information Systems in Business	3
COM 229 Experience in Corporate Communications	3
Complete either* COM 210 or COM 239:	1-3
COM 210 Public Speaking	*
COM 239 Public Speaking for Business	*
ECO 251 Macroeconomics	3
ECO 252 Microeconomics	3
Complete either** ECO 315 or ECO 320:	3
ECO 315 Money, Banking and Financial Markets	**
ECO 320 Global Economics and Finance	**
ENG 238 Techniques for Business Writing	1

ETH 257 Business Ethics	3
MAT 129 Elementary Statistics for Business	3
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts as towards Electives Requirement.	11-13
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Total:	128
NOTE: The General Education requirement is 44, and has been adjusted to 35, because the following Related requirement will also satisfy the requirement: COM 229, ETH 257 and MAT 129.	
†BUS 460: Full-time working students will take BUS 308 or BUS 315 with the Program Director's approval.	
‡BUS 490: Requires Program Director's approval.	



Programs for Dual Degrees in Accounting, Finance, Management, Marketing or Personal Financial Planning

The purpose of the accelerated Bachelor of Science/Master of Business Administration Dual Degree Programs is to further the educational and career goals of Molloy College students.

OVERVIEW

The Dual Degree Program (DDP) allows students to build on their knowledge base and accelerate their learning by enrolling in both undergraduate and graduate courses as part of their program of study. Students will be awarded a baccalaureate degree upon successful completion of the undergraduate requirements and a master's degree upon completion of the graduate requirements.

ADMISSION REQUIREMENTS

For Freshmen

Students may apply for admission into the Dual Degree Program upon acceptance. The following admission requirements apply:

- A minimum combined score of 1000 on the Critical Reading and Math sections of the SAT exam.
- An overall High School GPA of 85.

For Transfer/Continuing Students:

Students may apply for admission or declare a major into the Dual Degree Program at any time during their period of study at Molloy College. The following admission requirements apply:

- An undergraduate GPA of 3.0 on a 4.0 scale (Students with a GPA of 2.8 and who show promise, may be accepted on a provisional basis subject to attaining a GPA of 3.0 by the end of the semester following application to Dual Degree status)
- A grade of "B" or better in ENG 110 (3 credits). Students earning less than a "B" would be required to take ENG 120 (1 credit) as remediation.
- A personal interview with the Director of the Graduate Business Program.

PROGRESSION REQUIREMENTS

- Students admitted as freshmen in the Dual Degree Program must meet with the Director of the Undergraduate Business Program for a personal interview during the Fall semester of their sophomore year.
- A 3.0 GPA is required for Dual Degree students. Should a student's GPA fall below 3.0, the student will be put on probation for one semester. If the student does not achieve the required 3.0 in the subsequent semester, the student will continue in the Undergraduate Program but not remain in the Dual Degree Program. A 3.0 GPA is required for graduation in the Dual Degree program

Note: Refer to policies and information under Graduate Programs in

Business.

Dual Degree Programs of Study

The Dual Degree Programs (DDP) include transfer credits, baccalaureate credits and 30 required master's credits for Accounting, 33 required master's credits for Finance, 33 required master's credits for Management, 33 required master's credits for Marketing or 33 required master's credits for Personal Financial Planning. The program will be individualized according to the content and number of transfer credits accepted for each student. DDP students are subject to the same policies and course criteria as listed in the Molloy College Catalog for bachelors and masters students.

ACCOUNTING—B.S. (DUAL DEGREE M.B.A.)

New York State Registered Program Code: 28055 (Dual BS/MBA)

HEGIS Code: 502.00 {Accounting}

Molloy Program of Study Code: ACDBS (Dual Degree)

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE	
<i>Arts and Fine Arts (1 out of 2 disciplines) (3 credits):</i> ART History/MUS History	3
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (3 credits):</i> Science course	3
<i>Philosophy, Theology and Ethics (1 of each discipline) (6 credits):</i> PHI; THE	6
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (36 credits):	
ACC 260 Accounting I	3
ACC 261 Accounting II	3
ACC 362 Intermediate Accounting I	3
ACC 363 Intermediate Accounting II	3
ACC 364 Cost Managerial Accounting Systems	3
ACC 366 Taxation I	3
ACC 367 Taxation II	3
ACC 368 Advanced Accounting	3
ACC 369 Auditing	3
<i>Complete two of the following courses* (6 credits):</i>	6
ACC 361 Forensic Accounting	*
ACC 370 Government and Not-for Profit Accounting	*
ACC 372 Computerized Accounting and Computer Systems	*
ACC 491 Accounting Capstone#	3
Business Core Requirements (21 credits):	
BUS 101 Introduction to Business	3

BUS 201 Principles of Management	3
BLW 240 Business Law I	3
BLW 241 Business Law II	3
BUS 343 Quantitative Analysis for Business Applications	3
FIN 350 Corporate Finance	3
Complete either** BUS 460 or FIN 379:	3
BUS 460 Business Internship ††	**
FIN 379 Intermediate Corporate Finance†	**
Related Requirements (21 credits):	
CIS 105 Computer Applications for Business	3
COM 229 Experience in Corporate Communications	3
ECO 251 Macroeconomics	3
ECO 252 Microeconomics	3
ECO 315 Money, Banking and Financial Markets	3
ETH 257 Business Ethics	3
MAT 129 Elementary Statistics for Business	3
Electives: 5 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 101 counts as a LAS Required Elective.	9
Graduate Electives (See below)	6
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Total (including two grad-level courses):	128

NOTE: The General Education requirement is 44, and has been adjusted to 35, because the following Related requirement will also satisfy the requirement: COM 229, ETH 257 and MAT 129.

†BUS 460: Full-time working students will take FIN 379 with the Program Director's approval.

‡ACC 491: Requires Program Director's approval.

GRADUATE COURSE SUBSTITUTIONS FOR ACCOUNTING

A maximum of **six (6) graduate credits** may be taken as undergraduate elective credits during the senior year depending on individualized transcripts and advisement. Students must also fulfill the Liberal Arts and Science requirement of 60 credits with appropriate number of electives. Dual degree students may take **BUS 515** - Business Ethics and **BUS 520** - Financial Statement Analysis. Only these two courses may be used as part of the total credits for the Bachelor's degree. Dual degree students must be awarded a bachelor's degree prior to being formally accepted into the MBA program of study and before registering for other graduate-level courses.

Total B.S. Accounting Credits	128
Total M.B.A. Credits	30

Less maximum 6 graduate credits taken in lieu of 6 undergraduate credits (Adjustment)

(-6)

Total Dual Degree B.S./M.B.A. credits required in Accounting

152

FINANCE—B.S. (DUAL DEGREE M.B.A.)

New York State Registered Program Code: 34118 (Dual BS/MBA Finance)

HEGIS Code: 504.00 {Banking and Finance}

Molloy Program of Study Code: FIDBS (Dual Degree)

		Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE		
Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History		3
English and Modern Languages (1 of each discipline) (9 credits): ENG 110; Modern Language; and Modern Language/Literature		9
Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC		9
Math and Science (3 credits): Science course		3
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits): PHI; TRS		6
Physical Education (1 credit): PED		1
Core Course (4 credits): COR		4
Major Requirements (51 credits):		
BUS 101 Introduction to Business		3
BUS 201 Principles of Management		3
MKT 230 Principles of Marketing		3
BLW 240 Business Law I		3
ACC 260 Accounting I		3
ACC 261 Accounting II		3
BUS 343 Quantitative Analysis for Business Applications		3
FIN 350 Corporate Finance		3
ACC 362 Intermediate Accounting I		3
ACC 363 Intermediate Accounting II		3
FIN 379 Intermediate Corporate Finance		3
FIN 380 Investment Management		3
FIN 381 Risk Management		3
Complete one* of the following (3 credits):		3
FIN 384 Real Estate and Project Management		*
FIN 387 Global Financial Markets		*
FIN 388 Fixed Income Markets and Valuation		*
FIN 403 Corporate Treasury Management		*
FIN 389 Fundamental Analysis and Company Valuation		3
BUS 460 Business Internship ††		3
BUS 490 Management and Finance Capstone‡		3
Related Requirements (32-33 credits):		
CIS 105 Computer Applications for Business		3
CIS 360 Computer Information Systems in Business		3

COM 229 Experience in Corporate Communications	3
COM 239 Public Speaking for Business	1
ECO 251 Macroeconomics	3
ECO 252 Microeconomics	3
ECO 315 Money, Banking and Financial Markets	3
ECO 320 Global Economics and Finance	3
ENG 238 Techniques of Business Writing	1
ETH 257 Business Ethics	3
MAT 129 Elementary Statistics for Business	3
Complete one* of the following:	3-4
MAT 116 College Algebra and Trigonometry	*
MAT 118 Pre-Calculus	*
MAT 221 Calculus I	*
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts as towards Electives Requirement.	3-4
Graduate Electives (See below)	6
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Total (including two grad-level courses):	128

NOTE: The General Education Requirement is 44, and has been adjusted to 35 because the following Related requirement will also satisfy the requirement: COM 229, ETH 257 and MAT 129.

†**BUS 460/484:** Full-time working students will take BUS 484 with the Program Director's approval.

‡**BUS 490:** Requires Program Director's approval.

GRADUATE COURSE SUBSTITUTIONS FOR FINANCE

A maximum of **six (6) graduate credits** may be substituted for the undergraduate elective credits during the senior year depending on individualized transcripts and advisement. Dual degree students may take **BUS 515** - Business Ethics and **BUS 520** - Financial Statement Analysis. Only these two courses may be used as part of the total credits for the Bachelor's degree. Dual degree students must be awarded a bachelor's degree prior to being formally accepted into the MBA program of study and before registering for other graduate-level courses.

Total B.S. Finance Credits	128
Total M.B.A. Credits	33
Less maximum 6 graduate credits taken in lieu of 6 undergraduate credits (Adjustment)	(-6)
Total Dual Degree B.S./M.B.A. credits required in Finance	155

MANAGEMENT—B.S. (DUAL DEGREE M.B.A.)

New York State Registered Program Code: 28067 (Dual BS/MBA Management)

PERSONAL FINANCIAL PLANNING-B.S. (DUAL DEGREE M.B.A.)

New York State Registered Program Code: 31118 (Dual BS/MBA Personal Financial Planning)

HEGIS Code: 506.00 (Business Management and Administration)

Molloy Program of Study Code: BMDBS (Dual Degree)

Molloy Program of Study Code: PFDDBS (Dual Degree)

(Students must select a MBA Dual Degree track of Management or Personal Financial Planning for this major.)

		Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE		
Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History		3
English and Modern Languages (1 of each discipline) (9 credits): ENG 110; Modern Language; and Modern Language/Literature		9
Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC		9
Math and Science (3 credits): Science course		3
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits): PHI; TRS		6
Physical Education (1 credit): PED		1
Core Course (4 credits): COR		4
Major Requirements (51 credits):		
BUS 101 Introduction to Business		3
BUS 201 Principles of Management		3
MKT 230 Principles of Marketing		3
BLW 240 Business Law I		3
ACC 260 Accounting I		3
ACC 261 Accounting II		3
BUS 303 Human Resource Management		3
BUS 304 Organizational Behavior		3
Complete either* BUS 308 or BUS 315:		3
BUS 308 Project Management		*
BUS 315 Entrepreneurship		*
BUS 334 International Business		3
BUS 343 Quantitative Analysis for Business Applications		3
FIN 350 Corporate Finance		3
Complete either** FIN 379 or BUS 460:		3
FIN 379 Intermediate Corporate Finance†		**
BUS 460 Business Internship †‡		**
BUS 490 Management and Finance Capstone‡		3
Complete two BUS/ECO/FIN/MKT 300/400-level electives (6 credits)		6
Related Requirements (26-28 credits):		
CIS 105 Computer Applications for Business		3
CIS 360 Computer Information Systems in Business		3
COM 229 Experience in Corporate Communications		3
Complete either* COM 210 or COM 239:		3
COM 210 Public Speaking (3 credits)		*

COM 239 Public Speaking for Business (1 credit)	*
ECO 251 Macroeconomics	3
ECO 252 Microeconomics	3
<i>Complete either** ECO 315 or ECO 320:</i>	3
ECO 315 Money, Banking and Financial Markets	**
ECO 320 Global Economics and Finance	**
ENG 238 Techniques for Business Writing	1
ETH 257 Business Ethics	3
MAT 129 Elementary Statistics for Business	3
Graduate Electives (See below)	9
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts as towards Electives Requirement.	5-7
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total (including three grad-level courses):	128

NOTE: The General Education Requirement is 44, and has been adjusted to 35 because the following Related requirement will also satisfy the requirement: COM 229, ETH 257 MAT 129.

†**BUS 460:** Full-time working students will consult the Associate Dean for BUS/MKT course approval.

‡**BUS 490:** Requires Program Director's approval.

GRADUATE COURSE SUBSTITUTIONS FOR MANAGEMENT TRACK

A maximum of **nine (9) graduate credits** may be substituted for the undergraduate elective credits during the senior year depending on individualized transcripts and advisement. Dual degree students may take **BUS 501** - Managerial Accounting and Reporting, **BUS 511** - Organizational Behavior and **BUS 515** - Business Ethics. Only these three courses may be used as part of the total credits for the Bachelor's degree. Dual degree students must be awarded a bachelor's degree prior to being formally accepted into the MBA program of study and before registering for other graduate-level courses.

Total B.S. Management Credits	128
Total M.B.A. Credits	33
Less maximum 9 graduate credits taken in lieu of 9 undergraduate credits (Adjustment)	(-9)
Total Dual Degree B.S./M.B.A. credits required in Management	152

GRADUATE COURSE SUBSTITUTIONS FOR PERSONAL FINANCIAL PLANNING TRACK

A maximum of **nine (9) graduate credits** may be substituted for the undergraduate elective credits during the senior year depending on individualized transcripts and advisement. Dual degree students may take **BUS 515** - Business Ethics, **BUS 521** - Corporate Financial Management and **BUS 585** - Quantitative Analysis Supporting Managerial Decisions. Only these three courses may be used as part of the total credits for the Bachelor's degree. Dual degree students must be awarded a bachelor's degree prior to being formally accepted into the MBA program of study and

before registering for other graduate-level courses.

Total B.S. Management Credits	128
Total M.B.A. Credits	33
Less maximum 9 graduate credits taken in lieu of 9 undergraduate credits (Adjustment)	(-9)
Total Dual Degree B.S./M.B.A. credits required in Personal Financial Planning	152

MARKETING—B.S. (DUAL DEGREE M.B.A.)

New York State Registered Program Code: 36661 (Dual BS/MBA Marketing)

HEGIS Code: 509.00 {Marketing and Purchasing}

Molloy Program of Study Code: MKDBS (Dual Degree)

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE	
<i>Arts and Fine Arts (1 out of 2 disciplines) (3 credits):</i> ART History/MUS History	3
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (3 credits):</i> Science course	3
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits):</i> PHI; TRS	6
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (54 credits):	
BUS 101 Introduction to Business	3
BUS 201 Principles of Management	3
MKT 230 Principles of Marketing	3
MKT 235 Consumer Behavior	3
BLW 240 Business Law I	3
ACC 260 Accounting I	3
ACC 261 Accounting II	3
BUS 304 Organizational Behavior	3
BUS 334 International Business	3
MKT 337 Marketing Strategy	3
MKT 338 Marketing Research	3
BUS 343 Quantitative Analysis for Business Applications	3
FIN 350 Corporate Finance	3
<i>Complete one* of the following:</i>	3
BUS 308 Project Management	*
BUS 315 Entrepreneurship	*
BUS 460 Business Internship I†	*

BUS 490 Management, Marketing and Finance Capstone†‡	3
Complete three** management or marketing BUS/MKT electives (9 credits):	9
May take either MKT 255/COM 254 or COM 357:	**
MKT 255/COM 254 Public Relations	
COM 357 Digital Public Relations Campaigns	
NMD 243 Introduction to New Media	**
MKT 332 Sports Marketing	**
MKT 340 International Marketing	**
MKT 341 Branding Strategies	**
MKT 342 Digital Media Marketing	**
MKT 344 Integrated Marketing Communications	**
Related Requirements (26-28 credits):	
CIS 105 Computer Applications for Business	3
CIS 360 Public Speaking for Business	
COM 229 Experience in Corporate Communications	3
Complete either* COM 210 or COM 239:	1-3
COM 210 Public Speaking (3 credits)	*
COM 239 Public Speaking for Business (1 credit)	*
ECO 251 Macroeconomics	3
ECO 252 Microeconomics	3
Complete either** ECO 315 or ECO 320:	3
ECO 315 Money, Banking and Financial Markets	**
ECO 320 Global Economics and Finance	**
ENG 238 Techniques for Business Writing	1
ETH 257 Business Ethics	3
MAT 129 Elementary Statistics for Business	3
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts as towards Electives Requirement.	5-7
Graduate Electives (See below)	6
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Total (including two grad-level courses):	128

NOTE: The General Education requirement is 44, and has been adjusted to 35, because the following Related requirement will also satisfy the requirement: COM 229, ETH 257 and MAT 129.

†**BUS 460:** Full-time working students will take BUS 308 or BUS 315 with the Program Director's approval.

‡**BUS 490:** Requires Program Director's approval.

GRADUATE COURSE SUBSTITUTIONS FOR MARKETING TRACK

A maximum of **six (6) graduate credits** may be substituted for the undergraduate elective credits during the senior year depending on individualized transcripts and advisement. Dual degree students may take **BUS 510** - Marketing Management and **BUS 515** - Business Ethics. Only these two courses may be used as part

of the total credits for the Bachelor's degree. Dual degree students must be awarded a bachelor's degree prior to being formally accepted into the MBA program of study and before registering for other graduate-level courses.

Total B.S. Marketing Credits	128
Total M.B.A. Credits	33
Less maximum 6 graduate credits taken in lieu of 6 undergraduate credits (Adjustment)	(-6)
Total Dual Degree B.S./M.B.A. credits required in Management	155



The background of the page is a photograph of a classroom or office environment. In the foreground, a large, semi-transparent portrait of a young Black man in a white dress shirt and a patterned tie looks directly at the camera. Behind him, a group of diverse students are gathered around a table, looking at a laptop and papers. The entire image has a red color overlay.

Division of Education

Programs of Study

Letter from the Dean of the Division of Education

Dear Teacher Candidate,

Welcome to the Division of Education at Molloy College! By choosing to prepare for the teaching profession at Molloy, you have selected a rigorous program which will lead to a rewarding career. Our Division faculty is 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 National Council for Accreditation of Teacher Education (NCATE). We are currently preparing for accreditation by the Council for Accreditation of Educator Preparation (CAEP).

Molloy's Education Programs lead to initial certification in a variety of areas geared toward serving the educational needs of children, adolescents, and special needs students. Candidates may choose to pursue the traditional four-year program which leads to a Bachelor of Science or a Bachelor of Arts degree and initial teaching certification or our Dual Degree Program which leads to a Bachelor of Science/Master of Science Degree and initial teaching certification. Initial certificate programs include supervised field experiences which will help you put your theoretical knowledge into practice in actual classrooms. Molloy faculty mentors will guide you every step of the way. I am confident that you will find a stimulating academic environment in all of our education classes which will help you to prepare yourself with the knowledge, skills, and dispositions needed in order to have a positive impact upon the students you will one day teach.

Please take a moment to study the Undergraduate Education section of the Molloy College Catalog. It provides specific admission and progression criteria for the program as well as additional helpful information.

I wish you every success as you embark upon your professional training in our Undergraduate Education Program.

Sincerely,



Maureen T. Walsh, Ed.D.
Dean of the Division
and Professor of Education



Mission Statement of the Education Division

Founded in the Catholic tradition and committed to the Dominican ideals of truth, academic excellence and openness to diverse world-views, the Division of Education of Molloy College provides a value-centered experience that embraces intellectual, ethical, spiritual and social development in an environment where academic freedom, a spirit of inquiry and respect for each individual's worth and dignity prevail. The Division of Education 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 teacher candidates through pedagogically valid and intensely challenging learning and service experiences that empower them to serve as leaders in schools and communities. Faculty recognize that effective teachers have a solid foundation in the liberal arts and sciences, aligned with national, state and institutional teaching and learning standards.

Education

K217 Kellenberg Hall
516.323.3110

Maureen T. Walsh, Dean of the Division of Education

Linda Kraemer, Associate Dean and Director of Undergraduate Education Programs

Director of Clinical Experience and Teacher Assessment: Eve Dieringer

CAEP Accreditation Coordinator: Joanna Alcruz

Data Manager: Ellen Harold

Certification Officer: Vincent Tuminello

Computer Lab Associates: Ellen Harold, Rickey Moroney, Carole M. Gerrity

Professors Emeriti: Samuel W. Carpentier, Karen Ann Edwards, Carole M. Gerrity, Jane Dineen Panek

Professors: Audrey F. Cohan, Vicky Giouroukakis, Joanne O'Brien, Maureen T. Walsh

Associate Professors: Michelle Chamblin, Linda Kraemer, Kevin Sheehan

Assistant Professors: Audra Cerruto, Madeline Craig, Patricia N. Eckardt, Maria Esposito, Mubina Schroeder, Francine Wisnewski

Adjunct Assistant Professors: Eve Dieringer, Marylou McDermott, David Sills

Adjunct Instructors: Brian Ciampo, Michael Ferretti, Megan Pavlick, Catherine Turano

GOALS

To prepare the teacher candidate, within the context of a liberal arts education, to become an effective teacher, a competent classroom manager and a responsive observer of a diverse student population, the department will:

- Educate teacher candidates in the philosophical, historical and sociological foundations of education to better understand the problems of the contemporary classroom.
- Provide individual assessment and supervision during course work and field experience to assure each teacher candidate the opportunity to develop appropriate professional skills.
- Offer a contemporary curriculum that will provide knowledge of subject matter, teaching techniques and basic principles of classroom management.
- Furnish appropriate subject matter for the complete knowledge of the curriculum and its materials with a focus on the Regents Student Learning Standards in: The Arts, Career Development, English Language Arts, Health, Languages Other Than English, Mathematics, Science and Technology and Social Studies.
- Incorporate a computer technology instructional component in all methods courses.
- Assure that teachers meet the needs of children with disabilities and special abilities by planning for remediation, enrichment and adaptation of materials.

OBJECTIVES

The teacher candidate will be expected to:

- Develop a personal philosophy of education that will serve as a basis for professional decisions.
- Demonstrate knowledge of child/adolescent psychology and understand students' development levels, as evidenced by an ability to meet the diverse learning needs of students.
- Acquire sufficient knowledge in his/her academic discipline and translate it into effective teaching.
- Prepare instruction and choose materials according to the students' learning styles.
- Demonstrate during field experiences the knowledge, skills and dispositions necessary for effective teaching.
- Use research tools appropriate to the profession.
- Exhibit proficient use of media and technology as they apply to the classroom.
- Create a portfolio of program benchmark performances, which exemplifies teacher candidate achievement and reflection about field experiences.

FACILITIES

A Teaching Materials Collection in the Tobin Library, a Computer Lab and a Model Classroom in the Division of Education are the specialized facilities available for Education students. These facilities and the Molloy College Library are to be used in the research necessary for instructional planning, achieving the goals of the courses and enriching the individual student. These materials include professional publications, student textbooks with teachers' guides, video equipment and computer hardware and software.

CONCEPTUAL FRAMEWORK

Mission

Founded in the Catholic tradition and committed to the Dominican ideals of truth, academic excellence and openness to diverse world-views, the Division of Education of Molloy College provides a value-centered experience that embraces intellectual, ethical, spiritual and social development in an environment where academic freedom, a spirit of inquiry and respect for each individual's worth and dignity prevail. The Division is committed to the preparation of outstanding teaching Professionals with the dispositions, skills and knowledge required to meet the needs of all students they have the privilege to teach. It is the responsibility and goal of the faculty to guide teacher candidates through pedagogically valid and intensely challenging learning and service experiences that empower them to serve as leaders in schools and communities. Faculty recognize that effective teachers have a solid foundation in the liberal arts and sciences, aligned with national, state and institutional teaching and learning standards.

This Conceptual Framework relates directly to Molloy College's Strategic Plan and is supported by the four pillars of Dominican: prayer, study, preaching and community. These are interpreted as:

- Spirituality and reflection
- Research and teaching
- Service
- Community

Shared Vision

The Molloy College Division of 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 Division's Advisory Boards.

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

- Believes that all children can learn
- Embraces and celebrates differences in learning styles, and values diversity and personal identity
- Embraces responsibilities and duties associated with democracy
- Evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning and considers the social, ethical, legal and human issues surrounding the use of technology in the PK-12 schools and applies those principals in practice
- Approaches intellectual pursuits with integrity and open-mindedness, and values educational theory and research to reflect productively on one's own practice
- Celebrates pluralism and independence, and reflects upon and evaluates the effects of social justice and injustice

- Values and nurtures students' intellectual and social growth and the pursuit of wisdom
- Assumes appropriate risk in advocating for students and others, and reflects on professional practice to make informed decisions regarding the support of student learning
- Demonstrates enthusiasm and passion for teaching and learning, and commitment to students and their learning
- Values assessment, which includes analysis and reflection, as a means to improve effective practice
- Celebrates respect for self, family, educative institutions and community; values and encourages independence and community including a spirit of cooperation; and embraces and sustains a safe and nurturing learning environment
- Appreciates personal and professional empowerment and sense of self efficacy, and values skepticism, inquiry and higher order thinking

For the Molloy community, teaching, when performed with integrity and compassion, is both spiritual and transformative.

Molloy teachers are characterized by their depth and breadth of knowledge in the academic content areas and in professional education, their ability to engage others as a community of learners, their enthusiasm for teaching and their commitment to become reflective practitioners, as well as life-long learners. Therefore, the Molloy graduate can be described as a values-based professional helping students or groups of students to: clarify for themselves the nature of their own questions, in terms they can pursue; interpret their findings, in relation to other knowledge they have generated; and pursue a course of action grounded in study, contemplation and reflection.

To meet this vision, the Division of Education seeks to:

- Identify, recruit and retain faculty who are eager to represent, support and promote the shared vision and purpose of the Education Program
- Collaborate with arts and sciences faculty, who are committed to these proficiencies, in developing a strong content foundation for teacher candidates
- Partner with PreK-12 schools to collaboratively design teacher education programs, coursework and field experiences
- Develop comprehensive opportunities for our candidates to assimilate the core values as they become exemplary teachers of knowledge, skills and values/dispositions
- Regularly assess core values and the programs based on them for continued growth and excellence
- Utilize the appropriate technology for data collection and strategic planning
- Embrace diversity and the quest for social justice
- Integrate relevant and responsible technology into all professional activities.

The program goals of the Division of Education are categorized as the knowledge, skills and dispositions that affect 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 Specialized Professional Associations (SPAs): National Association for the Education of Young Children (NAEYC), American Council on the Teaching of Foreign Language (ACTFL), Association for Childhood Education International (ACEI), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Council for the Social Studies (NCSS), National Science Teachers Association (NSTA), Council for Exceptional Children (CEC) and Teachers of Speakers to Other Languages (TESOL). We are accredited by the National Council for Accreditation of Teacher Education (NCATE) and our goals are aligned with The Council for the Accreditation of Educator Preparation (CAEP).

PURPOSE

The purpose of the Molloy College Division of Education is to provide rigorous teacher preparation programs to carefully selected, highly qualified teacher candidates. Faculty hold high standards for each aspect of the program, including selection of faculty, curriculum content, admissions requirements, diverse field experiences and collaboration with arts and sciences faculty and with public and private schools. Assuring high standards among faculty will ensure that Molloy graduates teachers who have the necessary skills, strategies and competencies to teach to New York State's Learning Standards. Specifically, the Division of Education's goals are:

- To maintain the backing of college administrators in order to ensure continued support for the requirements of the program.
- To recruit and accept strong and diverse members of the faculty and student body.
- To collaborate with the arts and sciences faculty in developing a strong content foundation for education students.
- To collaborate with public and private schools for the improvement of teaching and learning Birth-Grade 2, 1-12, and at the college-level.
- To provide rigorous learning opportunities, including course work and field experiences, which result in highly qualified teacher candidates.
- To continually assess programs and services in order to maintain excellence and continued growth.

OBJECTIVES

In order to implement the philosophy and purposes of the Division of Education, it is expected that all teacher candidates will demonstrate competency in:

- **Content Knowledge:**
Show evidence of a solid understanding of the philosophical, historical and sociological foundations of education, the subjects to be taught, the curriculum to be implemented and to translate these understandings into effective teaching.

- **Preparation:**
Develop lessons employing appropriate content and pedagogical practices that support instruction.

- **Instructional Delivery:**
Deliver instructions that result in active student involvement, appropriate teacher/student interaction, meaningful use of technology, instructional materials and resources and student attainment of the New York State Learning Standards.

- **Classroom Management:**
Demonstrate classroom management skills that create an environment conducive to student learning and are supportive of diverse student learning needs.

- **Student Development:**
Demonstrate knowledge of student development, an understanding and appreciation of diversity and application of developmentally appropriate instructional strategies for the benefit of all students, including students with special needs.

- **Student Assessment:**
Implement various types of formal and informal assessment techniques to measure student learning and make appropriate modifications and interventions based on assessment results.

- **Collaboration:**
Develop effective collaborative relationships with students and their parents, support personnel and the school community.

- **Reflective and Responsive Practice:**
Develop a personal philosophy of education that serves as a basis for professional decisions and assesses practice, using portfolios, research tools and other reflective methods for ongoing growth and improvement.

PROGRAMS OF STUDY

Candidates may seek preparation for an initial New York State teaching certificate in

Baccalaureate Programs (Four Years):

- Childhood Education/Early Childhood Education
- Childhood/Special Education
- Adolescence Education
- Adolescence Education/Special Education
- Special Subjects: Music Education, PreK-12; Visual Arts Education, PreK-12

Dual Degree 5-Year Baccalaureate/Master's Programs:

- Childhood Education/Special Education
- Childhood Education/TESOL
- Adolescence Education/Special Education
- Adolescence Education/TESOL

Education Program Policies

ADMISSION AND PROGRAM POLICIES

- Admission/transfer requirements are noted in the front section of the College Catalog. Transfer students must be in good academic standing with a 2.75 GPA at their previous college in order to be accepted into Molloy College as an education major.
- Teacher candidates must provide evidence of having worked with children or adolescents prior to beginning field work (EDU 330).
- Teacher candidates are responsible for all transportation to and from their field school placements. All field school placements are scheduled when elementary, middle and secondary schools are in session.
- In compliance with New York State Education Department criteria, at least one of the field placements will be in a high-needs diverse school district. Teacher candidates agree to accept all placements arranged by the Field Placement Office. It is the recommendation of the Field Placement Office that they seek different school districts for each placement.
- Teacher candidates must have an overall 3.00 cumulative index and be of sophomore status prior to beginning education courses. They must maintain a 3.00 cumulative index while in the education program.
- Teacher candidates must have a 2.75 GPA in their academic content major and be of sophomore status prior to beginning education courses. They must also maintain a 2.75 cumulative average in their content area while in the Education Program.
- Teacher candidates in the Dual Degree (5-year program) must have a 3.2 GPA in their academic content prior to taking graduate coursework. They must also maintain a 3.2 cumulative average while in the Education Program.
- Teacher candidates must earn a minimum grade of "B" in English composition (ENG 110). If a teacher candidate does not attain a minimum grade of "B" in ENG 110, then he/she must take ENG 120, a one-credit course in English composition, where a grade of "B" is required. This writing requirement must be completed prior to taking education courses.
- Transfer students must provide evidence of achievement of a grade of "B" or better for the transfer course equivalent to Molloy's ENG 110. A photocopy of the transcript indicating the letter grade must be submitted with the application to the Education Program. (For AP Exam credits for ENG 110, a score of 4 or better is equivalent to a "B" when ENG 110 transfer credits are awarded).
- Teacher candidates are required to have a Molloy email account and check it daily for important program announcements.
- Any student not registered in the Education Program must obtain permission from the Dean and/ or Associate Dean of the Undergraduate Education

Program in order to take any courses in the Education Program.

- Prior to taking education courses, teacher candidates must attend a **mandatory** orientation session regarding program requirements. This orientation is announced only through Molloy e-mail.
- All teacher candidates will be interviewed by a Division of Education faculty member prior to taking education courses.
- Transfer students who wish to enter the Baccalaureate Program (4-year) must apply to Molloy College through the Admissions Office and have their transcripts evaluated.
- All transfer students must complete one full semester at Molloy College in general education and content area courses before taking education courses. The GPA must be a minimum of 3.00 in their first semester at Molloy College.

READING AND WRITING PROFICIENCY

Teacher candidates are screened upon admission. English courses and remediation are assigned based on students' performance.

Teacher candidates must submit writing-on-demand samples throughout the program. If the writing sample or coursework does not meet Division of Education standards for prospective teachers, the teacher candidate will be required to participate in recommended support services including, but not limited to, sessions at the Writing Center or small group tutorials.

PROGRESSION

The program consists of the Apprentice Phase, the Pre-Professional Semester and the Professional Semester. Teacher candidates must continue to demonstrate an acceptable level of written and oral English skills to advance to the next semester. Referrals to the Writing Lab will be made on an individual basis.

During the Apprentice Phase field experience, teacher candidates are required to attend two on-campus supervised seminars.

Teacher candidates (Baccalaureate Program - 4-year) must earn a minimum grade of "B-" in all education courses and maintain a minimum cumulative average of 3.00 in their education courses.

GRADING POLICY

Teacher candidates must attain a grade of B- or better in all courses. Any candidate who receives a grade lower than B- in any course must repeat the course the next time it is offered. The candidate may not take any other undergraduate education courses until a grade of B- or better is achieved. A course may be repeated only once. Failure to maintain a grade of B- when taking a course for the second time necessitates withdrawal from the program. Failure of more than one course necessitates withdrawal from the program. Candidates who have been withdrawn from the program due to academic failure may not be readmitted to the program.

A positive evaluation (Baccalaureate Program - 4-year) must be received from the Apprentice field observation experience cooperating teacher (co-requisite of EDU 329) in order to receive a grade and progress to the Pre-Professional Semester. It is the teacher candidate's responsibility to ensure that the written evaluation from the field placement experience is collected in a

timely manner and submitted to the instructor of EDU 329 by the announced due date.

A positive evaluation from both the college supervisor for the Pre-Professional Semester and the field placement teacher must be received in order to be recommended for progression to the Professional Semester.

Positive evaluations must be received from both the college supervisor for the Professional Semester and the field placement teachers in order to be recommended for New York State initial teaching certification. Workshops in the training for Identification of Child Abuse and Neglect, Violence Prevention and Intervention and Harassment, Bullying and Discrimination Prevention and Intervention must be completed for state certification. All teacher candidates must be fingerprinted, as required by New York State Education Department prior to starting the Apprentice Phase field experience.

Teacher candidates are required to attend a minimum of two professional workshops per semester during the three field experiences. A written critique of workshops must be submitted as evidence of attendance.

Candidates who begin the Apprentice Semester of the Dual Degree Program (5-year) and do not meet progression criteria may opt to transfer into the Baccalaureate Program (4-year) if they meet the program criteria. If these program criteria are not met, the candidates will be required to return to the liberal arts and sciences content major field of study in order to complete the Baccalaureate Degree.

Teacher candidates who have not fulfilled the prerequisite and progression requirements of the program will not be admitted to subsequent classes.

BENCHMARK PERFORMANCES

All teacher candidates are to submit benchmark performance assignments on their "Chalk and Wire" electronic portfolio account in all education courses. Upon registering for their first education course, all undergraduate students will register for EDU 301E, e-portfolio, where a fee for a five-year subscription to "Chalk and Wire" is applied. All benchmark assignments must be submitted by the due dates required by the instructor. If benchmark assignments are not submitted on time, teacher candidates will receive a failing grade for that assignment and will not be able to progress to the next phase of coursework.

In order to receive a passing grade in a course, a candidate must achieve a minimum score of "2" for each benchmark in that course. No more than two opportunities to achieve the required score of "2" will be permitted. It is expected that benchmarks that are not satisfactorily met will be repeated immediately.

Teacher candidates are responsible for meeting all program requirements.

DISPOSITIONS FOR TEACHING

According to the Council for the Accreditation of Educator Preparation (CAEP), "Dispositions for Teaching" are defined as "The habits of professional action and moral commitments that underlie an educator's performance." Dispositions for teaching are assessed at the initial interview for the Undergraduate Education Programs. Candidates are periodically assessed throughout the programs.

Candidates who evidence a lack of proper dispositions for teaching

may be counseled out of the teacher education program and advised to investigate other careers. If necessary, candidates will be required to meet with the Division Dean, Program Director and ultimately with the Dispositions Committee. Candidates may not invite additional persons to this meeting. The decision of the Dispositions Committee is final. Candidates who consistently demonstrate a lack of dispositions needed for teaching will be required to withdraw from the teacher education program.

GRADUATION

Teacher candidates who successfully complete the requirements of the college, their specific education program and pass the New York State Teacher Certification Examinations will be eligible for certification to teach in New York State.

Note: The Molloy College 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 the New York State Education Department.

Programs for Childhood Education 1-6/Early Childhood Birth-Grade 2 and for Childhood/Special Education

NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:

The New York State Education Department requires that all Grade 1-6 teacher candidates select a liberal art or science and complete an approved childhood teacher preparation program, with an approved pedagogical core.

DEGREES/MAJOR PROGRAMS OF STUDY:

- B.S. Childhood Education 1-6/Early Childhood Birth-2—Biology
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood 1-6—Communication
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood 1-6—English
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood 1-6—History
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood 1-6—Mathematics
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood 1-6—Psychology
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood 1-6—Sociology
- B.S. Childhood Education 1-6/Early Childhood Birth-2/Childhood 1-6—Spanish
- B.S. Childhood Education—Biology/Special Education
- B.S. Childhood Education—English/Special Education
- B.S. Childhood Education—History/Special Education
- B.S. Childhood Education—Mathematics/Special Education
- B.S. Childhood Education—Spanish/Special Education



Students should refer to the area of concentration in this catalog for specific concentration requirements.

REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES—CHILDHOOD PROGRAMS:

The following are courses **required** to help Childhood Education 1–6 teacher candidates meet General Education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

English (Both Required—6 credits)

ENG 110 College Composition (*Required with a grade of “B” or better*)
(Transfer students without a transfer “B” in ENG 110 must take ENG 120 for “B” or better.)

ENG 262 Children’s Literature (*Required*)

Psychology (3 credits required)

PSY 205 Child Psychology (*Required*)

The following are **highly recommended** courses to help Childhood Education 1–6 teacher candidates meet General Education requirements, provide a strong content background for teaching

in the classroom and for passing the New York State Teacher Certification Examinations:

Art History (Art History courses only) Highly Recommended:

ART 135 History of Western Art I: Prehistoric to Renaissance
ART 136 History of Western Art II: Renaissance to Modernism

Biology/Chemistry (6 credits of Science required) *Biology programs will take more than two Science courses for the major. Mathematics programs must take two **Lab Science** courses as Mathematics Related Requirements.* Highly recommended:

BIO 112 Integrated Biological Science
CHE 103 Chemistry in Today’s World

History/Political Science (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended:

HIS 101 Western Civilization I
HIS 102 Western Civilization II
HIS 111 American Civilization I

HIS 112	American Civilization II
POL 100	Fundamentals of Government (NOT for History majors)
POL 101	American National Government
Mathematics (6 credits required) Highly recommended:	
MAT 110	Basic College Mathematics
MAT 115	Elementary Statistics
MAT 116	College Algebra and Trigonometry
MAT 209	Mathematics for Elementary Teachers (Preferred)
MAT 210	Mathematics for Elementary Teachers From an Advanced Standpoint, Part 2
Modern Language (3 credits required) Depending upon placement -Highly recommended:	
SPA 201	Spanish for Communication
Music History (Music History courses only) Highly recommended:	
MUS 105	Achieving a Musical Insight
MUS 108	Standard Repertoire (preferred)
Philosophy Highly recommended:	
PHI 160	Philosophy of Education
Physical Education (1 credit required)	
PED	Any 1 credit PED
Highly Recommended as Electives:	
PSY 329	Learning Disabilities
PSY 330	Behavior Modification in the Classroom
PSY 332	Hyperactive Child

CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-GRADE 2 MAJOR REQUIREMENTS

Major field choices for the Childhood Program are: Biology, Communications, English, Mathematics, History, or LOTE (Spanish), Psychology, Sociology.

For Highly Recommended and Required Additional General Education Courses, see: General Education for Childhood Programs.

40 Credits Required As Follows:

APPRENTICE SEMESTERS (16 credits)

Sophomore or Junior Year		
EDU 301E	E-Portfolio	0
EDU 336	Curriculum and Methodology in Early Childhood Education	3
EDU 352	Teaching Diverse Learners	3
EDU 360	Foundations of Education for Regular and Special Education Teachers	3
EDU 361	Law and Professionalism in Inclusive Settings	1
EDU 365	Critical Examination of Issues in Education	3

Spring of Junior Year - Must be taken immediately preceding Pre-Professional Semester		
EDU 329	Strategies for All Learners in the Diverse Classroom	3
EDU 330	Field Experience - 2 hours a week in a local school	0

PRE-PROFESSIONAL SEMESTER (15 credits)

Fall of Senior Year		
EDU 332	Literacy in the Content Areas for Childhood Teachers I	3
EDU 333	Literacy in the Content Areas for Childhood Teachers II	3
EDU 341	Mathematics in the Diverse Classroom	3
EDU 346	Science in the Diverse Classroom	3
EDU 351	Social Studies in the Diverse Classroom	3
EDU 355	Field Experience in a School Setting - Childhood Program	0

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year		
EDU 481	Childhood 1-6/Early Childhood Birth-2 Student Teaching	8
EDU 488	Student Teaching Seminar	1

Note: In order to maintain full-time status, teacher candidates must take an additional 3-credit course from those required for the degree.

CHILDHOOD/SPECIAL EDUCATION MAJOR REQUIREMENTS

Major field choices for the Childhood/Special Education Program are: Biology, English, History, LOTE (Spanish) or Mathematics.

For Highly Recommended and Required Additional General Education Courses, see: General Education for Childhood Programs.

40 Credits Required As Follows:

APPRENTICE SEMESTERS (16 credits)

Sophomore or Junior Year		
EDU 301E	E-Portfolio	0
EDU 331	Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom	3
EDU 335	Students with Disabilities in a School Setting: Characteristics and Educational Needs for the Classroom	3
EDU 360	Foundations of Education for Regular and Special Education Teachers	3
EDU 361	Law and Professionalism in Inclusive Settings	1

EDU 365	Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester		
EDU 329	Strategies for All Learners in the Diverse Classroom	3
EDU 330	Field Experience in a School Setting - 2 hours a week at a local school	0

PRE-PROFESSIONAL SEMESTER (15 credits)

Fall of Senior Year

EDU 332	Literacy in the Content Areas for Childhood Teachers I	3
EDU 333	Literacy in the Content Areas for Childhood Teachers II	3
EDU 341	Mathematics in the Diverse Classroom Birth-Grade 2/ Childhood 1-6	3
EDU 346	Science In the Diverse Classroom Birth-Grade2/Childhood 1-6/ Adolescent 7-12	3
EDU 351	Social Studies in the Diverse Classroom	3
EDU 357	Field Experience in a School Setting - Childhood/Special Education Program	0

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year

EDU 482	Childhood/Special Education Student Teaching	8
EDU 488	Student Teaching Seminar - All Certification Programs	1

Programs for Adolescence and Adolescence/Special Education

NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:

All 7–12 teacher candidates must select a major in a liberal art or science and complete an approved adolescence teacher preparation program, with an approved pedagogical core.

DEGREES/MAJOR PROGRAMS OF STUDY:

B.S. Adolescence Education—Biology
 B.S. Adolescence Education—Earth Science
 B.A. Adolescence Education—English
 B.A. Adolescence Education—Mathematics
 B.A. Adolescence Education—Social Studies
 B.A. Adolescence Education—Spanish
 B.S. Adolescence Education—Biology/Special Education
 B.A. Adolescence Education—English/Special Education
 B.A. Adolescence Education—Mathematics/Special Education

B.A. Adolescence Education—Social Studies/Special Education

B.A. Adolescence Education—Spanish/Special Education

REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES FOR ADOLESCENCE PROGRAMS:

The following are courses to help Adolescence 7–12 teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

English (ENG 110 required—3 credits)

ENG 110	College Composition (<i>Required with a grade of "B" or better</i>) (Transfer students without a transfer "B" in ENG 110 must take ENG 120 for "B" or better.)
ENG 161	Introduction to Poetry and Drama (<i>Recommended</i>)
<i>or</i>	
ENG 366	Adolescent Literature (<i>Recommended</i>)

Psychology (3 credits required)

PSY 206	Adolescent Psychology (Required)
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The following are highly recommended courses to help Adolescence 7–12 teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examination:

Art History (Art History courses only) Highly recommended:

ART 135	History of Western Art I: Prehistoric to Renaissance
ART 136	History of Western Art II: Renaissance to Modernism

Biology/Chemistry (6 credits of Science required) *Biology programs will take more than two Science courses for the major. Mathematics programs must take two Lab Science courses as Mathematics Related Requirements. Social Studies programs take one Science, not two.* Highly recommended:

BIO 112	Integrated Biological Sciences
CHE 103	Chemistry in Today's World

Speech Communication Highly recommended:

COM 110	Experiences in Communication
COM 114	Group Discussion
COM 210	Public Speaking

History/Political Science (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended:

HIS 101	Western Civilization I
HIS 102	Western Civilization II
HIS 111	American Civilization I
HIS 112	American Civilization II
POL 100	Fundamentals of Government (Not for History majors)

POL 101	American National Government
Mathematics (6 credits required) Highly recommended:	
MAT 110	Basic College Mathematics
MAT 115	Elementary Statistics
MAT 116	College Algebra and Trigonometry
MAT 118	Pre-Calculus
Modern Language (3 credits required) Depending upon placement - Highly recommended:	
SPA 201	Spanish for Communication
NOTE: The English Adolescent Education Programs have a Related Requirement for ARA, CHI, ESL, FRE, ITA or SPA language courses. ASL courses would not apply to the Related Requirement.	
Music History (Music History courses only) Highly recommended:	
MUS 105	Achieving a Musical Insight
MUS 108	Standard Repertoire (Preferred)
Philosophy Highly recommended:	
PHI 160	Philosophy of Education
Physical Education (1 credit required) Any 1-credit General Education PED course.	
Highly Recommended as Electives:	
PSY 329	Learning Disabilities
PSY 330	Behavior Modification in the Classroom
PSY 332	Hyperactive Child

ADOLESCENCE EDUCATION MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Adolescence and Adolescence/Special Education.

31 Credits Required As Follows:

APPRENTICE SEMESTERS (13 credits)

Sophomore or Junior Year

EDU 301E	E-Portfolio	0
EDU 352	Teaching Diverse Learners	3
EDU 360	Foundations of Education for Regular and Special Education Teachers	3
EDU 361	Law and Professionalism in Inclusive Settings	1
EDU 365	Critical Examination of Issues in Education	3

Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester

EDU 329	Strategies for All Learners in the Diverse Classroom	3
EDU 330	Field Experience in a School Setting - 2 hours a week in a local school	0

PRE-PROFESSIONAL SEMESTER (9 credits)

In addition to EDU 334, EDU 366 and EDU 368 (9 hours per week), 7-12 teacher candidates will take the methodology course* to sharpen skills in their content area (EDU 314 or 315 or 316 or 319 or 346). It is also expected that teacher candidates will be completing the required courses in their major department during this semester. Twelve credits are required to maintain full-time status.

Fall of Senior Year

EDU 314	Methods and Techniques of Teaching Mathematics for Adolescent Students	*3
EDU 315	Methods and Techniques of Teaching Spanish for Adolescent Students	*3
EDU 316	Methods and Techniques of Teaching Social Studies for Adolescent Students	*3
EDU 319	Methods and Techniques of Teaching English for Adolescent Students	*3
EDU 346	Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/ Adolescent 7-12	*3
EDU 334	Literacy in the Content Areas for Adolescent Students	3
EDU 366	Principles and Techniques of Teaching Adolescent Students in the Diverse Classroom	3
EDU 368	Field Experience in a School Setting - Adolescence Programs	0

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year

EDU 485	Adolescence Student Teaching	8
EDU 488	Student Teaching Seminar - All Certification Programs	1

Note: In order to maintain full-time status, teacher candidates must take an additional 3-credit course from those required for the degree.

ADOLESCENCE/SPECIAL EDUCATION MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Adolescence and Adolescence/Special Education.

34 Credits Required As Follows:

APPRENTICE SEMESTERS (16 credits)

Sophomore or Junior Year

EDU 301E	E-Portfolio	0
EDU 331	Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom	3

EDU 335	Students with Disabilities in the School Setting	3
EDU 360	Foundations of Education for Regular and Special Education Teachers	3
EDU 361	Law and Professionalism in Inclusive Settings	1
EDU 365	Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester		
EDU 329	Strategies for All Learners in the Diverse Classroom	3
EDU 330	Field Experience - 2 hours a week in a local school	0

PRE-PROFESSIONAL SEMESTER (9 credits)

In addition to EDU 366, 7-12 teacher candidates will take the methodology course* to sharpen skills in their content area (EDU 314 or 315 or 316 or 319 or 346). Teacher candidates are also required to complete the required courses in their content major department during this semester and EDU 370 (9 hours per week).

Fall of Senior Year

EDU 314	Methods and Techniques of Teaching Mathematics for Adolescent Students	*3
EDU 315	Methods and Techniques of Teaching Spanish for Adolescent Students	*3
EDU 316	Methods and Techniques of Teaching Social Studies for Adolescent Students	*3
EDU 319	Methods and Techniques of Teaching English for Adolescent Students	*3
EDU 346	Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/ Adolescent 7-12	*3
EDU 334	Literacy in the Content Areas for Adolescent Students	3
EDU 366	Principles and Techniques of Teaching Adolescent Students in the Diverse Classroom	3
EDU 370	Field Experience in a School Setting - Adolescence/Special Education Programs	0

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year

EDU 487	Adolescence/Special Education Student Teaching	8
EDU 488	Student Teaching Seminar - All Certification Programs	1

Note: In order to maintain full-time status, teacher candidates must take an additional 3-credit course from those required for the degree.

Programs for Education Special Subjects/Career Fields

NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:

The New York State Education Department requires that all Special Subjects and Career Fields teacher candidates major in a liberal art or science and complete an approved teacher preparation program, with an approved pedagogical core.

DEGREES/MAJOR PROGRAMS OF STUDY:

- B.S. Music Education PK–12
- B.S. Visual Arts Education PK–12

Teacher candidates should refer to the major area of concentration in this catalog for specific requirements.

PREREQUISITES:

Full-time students must apply to the Division of Education by October 1 prior to the Phase I—Apprentice Semester.

Part-time students must apply to the Division of Education prior to taking their third Phase I education course.

Teacher candidates must have experience working with children in grades PK–12 for **Visual Arts or Music concentrations**, take ENG 110-English Composition (grade of “B” or better is required), PSY 204 (required) and maintain a minimum cumulative index of 2.75.

REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES FOR SPECIAL SUBJECTS AND CAREER FIELDS:

- **Music Education PK-12**
- **Visual Arts Education PK-12**

The following are courses to help teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

English (Both Required—6 credits)

ENG 110	College Composition (<i>Required with a grade of “B” or better</i>) (Transfer students without a transfer “B” in ENG 110 must take ENG 120 for “B” or better.)
ENG 262	Children’s Literature (<i>Required</i>)
<i>or</i>	
ENG 366	Adolescent Literature (<i>Required</i>)

Psychology (3 credits required)

PSY 204	Developmental Psychology (<i>Required</i>)
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The following are highly recommended courses to help Special Subjects/Career Fields teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examination:

Art History	
ART 135	History of Western Art I: Prehistoric to Renaissance
ART136	History of Western Art II: Renaissance to Modernism
Biology/Chemistry (3 credits of Science required for Visual Arts Education 3 credits of Science required for Music Education) Highly recommended:	
BIO 112	Integrated Biological Science
CHE 103	Chemistry in Today's World
History/Political Science (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended:	
HIS 101	Western Civilization I
HIS 102	Western Civilization II
HIS 111	American Civilization I
HIS 112	American Civilization II
POL 100	Fundamentals of Government
POL 101	American National Government

Mathematics (3 credits required for Visual Arts or 3 credits required for Music Education) Highly recommended:	
MAT 110	Basic College Mathematics
MAT 115	Elementary Statistics
MAT 116	College Algebra and Trigonometry
MAT 209	Mathematics for Elementary Teachers (Preferred)
MAT 210	Mathematics for Elementary Teachers From an Advanced Standpoint, Part 2
Modern Language (3 credits required) Depending upon placement -Highly recommended:	
SPA 201	Spanish for Communication
Music History (Music History courses only) Highly recommended:	
MUS 105	Achieving a Musical Insight
MUS 108	Standard Repertoire (preferred)
Philosophy	
PHI 160	Philosophy of Education
Physical Education (1 credit required)	
Any 1 credit General Education PED course.	



MUSIC EDUCATION (PK-12) MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Education Special Subjects/Career Fields.

See Music Section of the Catalog for Music Education (PK-12)-B.S. requirements.

25 Credits Required As Follows:

APPRENTICE PHASE (10 credits)

Sophomore or Junior Year		
EDU 301E	E-Portfolio	0
EDU 360	Foundations of Education for Regular and Special Education Teachers	3
EDU 361	Law and Professionalism in Inclusive Settings	1
EDU 365	Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Phase		
EDU 329	Strategies for All Learners in the Diverse Classroom	3
EDU 330	Field Experience in a School Setting (2 hours a week in a local school)	0

PRE-PROFESSIONAL SEMESTER (6 credits)

Fall of Senior Year		
MUS 219	Music for Children Methods	3
MUS 222	Secondary Music Methods	3
EDU 369	Field Experience in a School Setting: Music Education	0

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year		
EDU 488	Student Teaching Seminar - All Certification Programs	1
EDU 489	Music Education - Student Teaching	8

Note: In order to maintain full-time status, teacher candidates must take an additional 3-credit course from those required for the degree.

VISUAL ARTS EDUCATION (PK-12) MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Education Special Subjects/Career Fields.

See Arts Section of the Catalog for Visual Arts Education (PK-12)-B.S. requirements.

25 Credits Required As Follows:

APPRENTICE PHASE (10 credits)

Sophomore or Junior Year		
EDU 301E	E-Portfolio	0
EDU 360	Foundations of Education for Regular and Special Education Teachers	3
EDU 361	Law and Professionalism in Inclusive Settings	1
EDU 365	Critical Examination of Issues in Education	3
Spring of Junior Year - Must be taken immediately preceding Pre-Professional Phase		
EDU 329	Strategies for All Learners in the Diverse Classroom	3
EDU 330	Field Experience in a School Setting (2 hours a week in a local school)	0

PRE-PROFESSIONAL SEMESTER (6 credits)

Fall of Senior Year		
ART 200	Curriculum and Instruction in Visual Arts for Childhood Education	3
ART 201	Curriculum and Instruction in Visual Arts for Adolescence Education	3
EDU 369	Field Experience in a School Setting: Visual Arts Education	0

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year		
EDU 488	Student Teaching Seminar - All Certification Programs	1
EDU 490	Visual Arts Education Student Teaching	8

Note: In order to maintain full-time status, teacher candidates must take an additional 3-credit course from those required for the degree.

Education: 5-Year Dual Degree Program Policies

ADMISSION AND PROGRAM POLICIES

- Admission/transfer requirements are noted in the front section of the College Catalog. Transfer students must be in good academic standing with a 2.75 GPA at their previous college in order to be accepted into Molloy College as an education major.
- Teacher candidates must provide evidence of having worked with children or adolescents, prior to beginning fieldwork (EDU 330).
- Teacher candidates are responsible for all transportation to and from their field school placements. All field school placements are scheduled when elementary, middle and secondary schools are in session.

- In compliance with New York State Education Department criteria (52.21), at least one of the field placements will be in a high-needs diverse school district.
- Teacher candidates must have an overall 3.0 cumulative index prior to starting graduate-level coursework. They must maintain a 3.0 cumulative index while in the education program.
- Teacher candidates in the Dual Degree (5-year program) must have a 3.2 GPA in their academic content prior to starting graduate-level coursework. They must also maintain a 3.0 cumulative average while in the Education Program.
- Teacher candidates must earn a minimum grade of “B” in English composition (ENG 110). If a teacher candidate does not attain a minimum grade of “B” in ENG 110, then he/she must take ENG 120, a one-credit course in English composition, where a grade of “B” is required.
- Transfer students must provide evidence of achievement of a grade of “B” or better for the transfer course equivalent to Molloy’s ENG 110. A photocopy of the transcript indicating the letter grade must be submitted with the application to the Education Program.
- Teacher candidates are required to have a Molloy email account and check it regularly for important program announcements.
- All teacher candidates entering the Dual Degree/5-year Program must register for EDU 301E Chalk and Wire e-portfolio, where a fee for their use of a Chalk and Wire e-portfolio account will be applied.
- Prior to the Apprentice Semester (Phase I), teacher candidates must attend a mandatory orientation session regarding program requirements and submit a writing-on-demand sample.
- All teacher candidates will be interviewed by a Division of Education faculty member prior to the Apprentice Semester (Phase I).
- Transfer students from other colleges and universities, who wish to enter the Dual Degree Program (5-year), must apply to Molloy College through the Admissions Office and have their transcripts evaluated.
- Due to scheduling conflicts, this program is not suitable for members of athletics teams.

READING AND WRITING PROFICIENCY

Teacher candidates are screened upon admission. English courses and remediation are assigned based on students’ performance.

Teacher candidates must submit writing-on-demand samples throughout the program. If the writing sample or coursework does not meet the Division of Education standards for prospective teachers, the teacher candidate will be required to participate in recommended support services including, but not limited to, sessions at the Writing Center or small group tutorials.

PROGRESSION

During the Apprentice Phase field experience, teacher candidates are required to attend two on-campus supervised seminars.

Teacher candidates in the Dual Degree Program (5-year) must earn a minimum grade of “B” in all education courses and maintain a minimum cumulative average of 3.2 in their education courses.

A positive evaluation must be received from the Apprentice Semester field observation experience (co-requisite of EDU 329) in order to receive a grade and progress to the Pre-Professional Semester. It is the teacher candidate’s responsibility to ensure that the written evaluation from the field placement experience cooperating teacher is collected in a timely manner and submitted to the instructor of EDU 329 by the announced due date.

A positive evaluation from both the college supervisor for the Pre-Professional Semester and the field placement teacher must be received in order to be recommended for progression to the Professional Semester.

Positive evaluations must be received from both the college supervisor for the Professional Semester and the field placement teachers in order to be recommended for New York State initial teaching certification. Workshops in the training for Identification of Child Abuse and Neglect, and Violence Prevention and Intervention must be completed for state certification. All teacher candidates must be fingerprinted, as required by New York State Education Department prior to starting the Apprentice Phase field experience.

GRADING POLICY

Teacher candidates must attain a grade of B or better in all courses. Any candidate who receives a grade lower than B in any course must repeat the course the next time it is offered. A course may be repeated only once. Failure to maintain a grade of B when taking a course for the second time necessitates withdrawal from the program. Failure of more than one course necessitates withdrawal from the program. Candidates who have been withdrawn from the program due to academic failure may not be readmitted to the program.

Teacher candidates are required to attend a minimum of six professional workshops throughout the program. A written critique of workshops must be submitted as evidence of attendance.

Candidates who begin the Apprentice Semester of the Dual Degree Program (5-year) and do not meet progression criteria may opt to transfer into the Baccalaureate Program (4-year) if they meet the program criteria. If these program criteria are not met, the candidates will be required to return to the liberal arts and sciences content major field of study in order to complete the Baccalaureate Degree.

Teacher candidates who have not fulfilled the prerequisite and progression requirements of the program will not be admitted to subsequent classes.

BENCHMARK PERFORMANCES

All teacher candidates are to submit benchmark performance assignments on their “Chalk and Wire” electronic portfolio account in all education courses. Upon registering for their education courses, all undergraduate students will register for EDU 301E, e-portfolio, where a fee for a five-year subscription to “Chalk and Wire” is applied. All benchmark assignments must be submitted by the due dates required by the instructor. If benchmark assignments are not submitted on time, teacher candidates will receive a failing grade for that assignment and will not be able to progress to the next phase of coursework.

GRADUATION

Teacher candidates who successfully complete the requirements of the college, their specific education program and pass the New York State Teacher Certification Examinations will be eligible for certification to teach in New York State.

Note: Molloy College 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 the New York State Education Department.

Teacher candidates are responsible for meeting all program requirements including the use of electronic portfolios when required.

CERTIFICATION

Candidates completing the five-year dual degree program are awarded both a Bachelor’s Degree and a Master’s Degree and are recommended by Molloy College for Initial Teaching Certification. Upon completion of three years teaching experience, they will then be recommended by Molloy College for Professional Certification.

Programs for 5-Year B.S./M.S. in Childhood/Special Education

NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:

The New York State Education Department requires that all Grade 1–6 teacher candidates select a liberal arts or science content major and complete an approved childhood teacher preparation program, with an approved pedagogical core.

DEGREES/MAJOR PROGRAMS OF STUDY:

B.S./M.S. Childhood Education—Biology/Special Education
B.S./M.S. Childhood Education—English/Special Education
B.S./M.S. Childhood Education—History/Special Education
B.S./M.S. Childhood Education—Mathematics/Special Education
B.S./M.S. Childhood Education—Spanish/Special Education

Students should refer to the area of concentration in this catalog for specific concentration requirements.

500-LEVEL COURSES:

Course descriptions and course fees for 500-level courses for the

5-year dual degree program can be found in the Molloy College Graduate Catalog.

REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES—CHILDHOOD PROGRAMS:

The following are courses **required** to help Childhood Education 1–6 teacher candidates meet General Education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

English (Both Required—6 credits)

ENG 110	College Composition (<i>Required with a grade of “B” or better</i>) (Transfer students without a transfer “B” in ENG 110 must take ENG 120 for “B” or better.)
ENG 262	Children’s Literature (<i>Required</i>)

Psychology (3 credits required)

PSY 205	Child Psychology (<i>Required</i>)
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The following are **highly recommended** courses to help Childhood Education 1–6 teacher candidates meet General Education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

Art History (Art History courses only) Highly Recommended:

ART 135	History of Western Art I: Prehistoric to Renaissance
ART 136	History of Western Art II: Renaissance to Modernism

Biology/Chemistry (6 credits of Science required) *Biology programs will take more than two Science courses for the major. Mathematics programs must take two Lab Science courses as Mathematics Related Requirements.* Highly recommended:

BIO 112	Integrated Biological Science
CHE 103	Chemistry in Today’s World

History/Political Science (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended:

HIS 101	Western Civilization I
HIS 102	Western Civilization II
HIS 111	American Civilization I
HIS 112	American Civilization II
POL 100	Fundamentals of Government (NOT for History majors)
POL 101	American National Government

Mathematics (6 credits required) Highly recommended:

MAT 110	Basic College Mathematics
MAT 115	Elementary Statistics
MAT 116	College Algebra and Trigonometry
MAT 209	Mathematics for Elementary Teachers (Preferred)

MAT 210	Mathematics for Elementary Teachers From an Advanced Standpoint, Part 2
Modern Language (3 credits required) Depending upon placement -Highly recommended:	
SPA 201	Spanish for Communication
NOTE: The English Adolescent Education Programs have a Related Requirement for ARA, CHI, ESL, FRE, ITA or SPA language courses. ASL courses would not apply to the Related Requirement.	
Music History (Music History courses only) Highly recommended:	
MUS 105	Achieving a Musical Insight
MUS 108	Standard Repertoire (preferred)
Philosophy Highly recommended:	
PHI 160	Philosophy of Education
Physical Education (1 credit required)	
PED	Any one credit PED course

5-YEAR CHILDHOOD/SPECIAL EDUCATION MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Childhood, Childhood Education 1-6/Early Childhood Birth-2, and Childhood/Special Education.

55 CREDITS REQUIRED AS FOLLOWS:

PRE-APPRENTICE SEMESTER (13 credits)

All field experiences for this program provide for a dual experience in both a regular class setting and special education inclusive settings.

Sophomore or Junior Year

EDU 301E	E-Portfolio	0
EDU 360	Foundations of Education for Regular and Special Education Teachers	3
EDU 361	Law and Professionalism in Inclusive Settings	1



EDU 365	Critical Examination of Issues in Education	3
Junior Year		
EDU 329	Strategies for All Learners in the Diverse Classroom	3
EDU 330	Field Experience in a School Setting	0
EDU 537	Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3

PRE-PROFESSIONAL SEMESTER (15 credits)

Fall of Senior Year

EDU 332	Literacy in the Content Areas for Childhood Teachers I	3
EDU 333	Literacy in the Content Areas for Childhood Teachers II	3
EDU 341	Mathematics in the Diverse Classroom Birth-Grade 2/ Childhood 1-6	3
EDU 346	Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
EDU 570	Characteristics of Students with Disabilities, Including Developmental Disabilities and Spectrum Disorder	3

PROFESSIONAL SEMESTER (12 credits)

Spring of Senior Year

EDU 351	Social Studies in the Diverse Classroom Birth-Grade 2, Childhood 1-6 Inclusive Classrooms	3
EDU 513	Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 550B	Preprofessional Childhood/ Special Education Field Experience in Inclusive Classrooms	0
EDU 571	Assessment, Diagnosis and Evaluation of Students with Disabilities	3
EDU 572	Strategies, Methods and Environments for Teaching Childhood Students with Disabilities	3

5th YEAR PROFESSIONAL SEMESTER (9 credits)

Fall of 5th Year

EDU 551B	Student Teaching Childhood (Grades 1-3, Regular and Special Education)	3
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EDU 552B	Student Teaching Childhood/ Special (Grades 4-6, Regular and Special Education)	3
EDU 553B	Student Teaching Seminar Childhood/Special Education (Grades 1-6)	0
EDU 574	Curriculum Content, Practices and Environmental Issues for Teaching Childhood Students with Disabilities	3

5th YEAR PROFESSIONAL SEMESTER (6 credits)

Spring of 5th Year

EDU 547B	Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Childhood Education	3
EDU Elective	EDU 526, 569	3

Note: In order to maintain full-time status, students must take an additional 3-credit course.

Programs for 5-Year B.S./M.S. & B.A./M.S. in Adolescence/Special Education

NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:

All 7–12 teacher candidates must select a major in a liberal art or science and complete an approved adolescence teacher preparation program, with an approved pedagogical core.

DEGREES/MAJOR PROGRAMS OF STUDY:

B.S./M.S. Adolescence Education—Biology/Special Education

B.A./M.S. Adolescence Education—English/Special Education

B.A./M.S. Adolescence Education—Mathematics/Special Education

B.A./M.S. Adolescence Education—Social Studies/Special Education

B.A./M.S. Adolescence Education—Spanish/Special Education

500-LEVEL COURSES:

Course descriptions and course fees for 500-level courses for the 5-year dual degree program can be found in the Molloy College Graduate Catalog.

REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES FOR ADOLESCENCE PROGRAMS:

The following are courses to help Adolescence 7–12 teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

English (ENG 110 required—3 credits)

ENG 110	College Composition (<i>Required with a grade of "B" or better</i>) (Transfer students without a transfer "B" in ENG 110 must take ENG 120 for "B" or better.)
ENG 161	Introduction to Poetry and Drama (<i>Recommended</i>)
<i>or</i>	
ENG 366	Adolescent Literature (<i>Recommended</i>)
Psychology (3 credits required)	
PSY 206	Adolescent Psychology (Required)
The following are highly recommended courses to help Adolescence 7–12 teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examination:	
Art History (Art History courses only) Highly recommended:	
ART 135	History of Western Art I: Prehistoric to Renaissance
ART 136	History of Western Art II: Renaissance to Modernism
Biology/Chemistry (6 credits of Science required) <i>Biology programs will take more than two Science courses for the major. Mathematics programs must take two Lab Science courses as Mathematics Related Requirements. Social Studies programs take one Science, not two.</i> Highly recommended:	
BIO 112	Integrated Biological Sciences
CHE 103	Chemistry in Today's World
Communications Speech Highly recommended:	
COM 110	Experiences in Communication
COM 114	Group Discussion
COM 124	Voice and Diction
COM 210	Public Speaking
History/Political Science (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended:	
HIS 101	Western Civilization I
HIS 102	Western Civilization II
HIS 111	American Civilization I
HIS 112	American Civilization II
POL 100	Fundamentals of Government (Not for History majors)
POL 101	American National Government
Mathematics (6 credits required) Highly recommended:	
MAT 110	Basic College Mathematics
MAT 115	Elementary Statistics
MAT 116	College Algebra and Trigonometry
MAT 118	Pre-Calculus
Modern Language (3 credits required) Depending upon placement - Highly recommended:	
SPA 201	Spanish for Communication

NOTE: The English Adolescent Education Programs have a Related Requirement for ARA, CHI, ESL, FRE, ITA or SPA language courses. ASL courses would not apply to the Related Requirement.

Music History (Music History courses only) Highly recommended:

MUS 105	Achieving a Musical Insight
MUS 108	Standard Repertoire (Preferred)

Philosophy Highly recommended:

PHI 160	Philosophy of Education
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Physical Education (1 credit required)

Any 1-credit General Education PED course.

Highly Recommended as Electives:

PSY 329	Learning Disabilities
PSY 330	Behavior Modification in the Classroom
PSY 332	Hyperactive Child

LIBERAL ARTS AND SCIENCES REQUIREMENTS:

For the B.A./M.S. Adolescent/Special Education program students, additional electives must be taken to meet the **90 Liberal Arts and Science credits** required by New York State Department of Education for the award of a B.A. degree. (The B.S./M.S. Adolescent/Special Education program students do not need to take additional electives to meet the 60 Liberal Arts and Science credits for B.S. degrees.)

5-YEAR ADOLESCENCE/SPECIAL EDUCATION MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Adolescence and Adolescence/Special Education.

52 CREDITS REQUIRED AS FOLLOWS:

APPRENTICE SEMESTER (13 credits)

All field experiences for this program provide for a dual experience in both a regular class setting and special education inclusive settings.

Spring of Sophomore Year or Fall of Junior Year

EDU 301E	E-Portfolio	0
EDU 360	Foundations of Education for Regular and Special Education Teachers	3
EDU 361	Law and Professionalism in Inclusive Settings	1
EDU 365	Critical Examination of Issues in Education	3

Spring of Junior Year

EDU 329	Strategies for All Learners in the Diverse Classroom	3
EDU 330	Field Experience in a School Setting	0



EDU 537	Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
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PRE-PROFESSIONAL SEMESTER (12 credits)

Five-Year Adolescence Education 7-12 teacher candidates will take the appropriate methodology course to sharpen skills in their content area* (EDU 314 or 315 or 316 or 319 or 346.) Teacher candidates are also required to complete the required courses in their content major department during this semester.

Fall of Senior Year

Complete one* content area course (3 credits):	3
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EDU 314	Methods and Techniques of Teaching Mathematics for Adolescent Students	*
EDU 315	Methods and Techniques of Teaching Spanish for Adolescent Students	*
EDU 316	Methods and Techniques of Teaching Social Studies for Adolescent Students	*
EDU 319	Methods and Techniques of Teaching English for Adolescent Students	*

EDU 346	Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/ Adolescent 7-12	*
EDU 506B	Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners	6
EDU 570	Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder	3

PROFESSIONAL SEMESTER (12 credits)

Spring of Senior Year

EDU 513	Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 554B	Pre-Professional Adolescent/ Special Education Field Experiences in Inclusive Classrooms	0
EDU 571	Assessment, Diagnosis and Evaluation of Students with Disabilities	3

EDU 573	Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities	3
EDU 575	Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities	3

5th YEAR PROFESSIONAL SEMESTER (9 credits)

Fall of 5th Year

EDU 555B	Student Teaching Adolescence/Special Education (Grades 7-9)	3
EDU 556B	Student Teaching Adolescence/Special Education (Grades 10-12)	3
EDU 557B	Student Teaching Adolescence/Special Education (Grades 7-12)	0
EDU Elective	EDU Content Elective (EDU 580-599)	3

5th YEAR PROFESSIONAL SEMESTER (6 credits)

Spring of 5th Year

EDU 547C	Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Adolescent Education	3
EDU Elective	EDU Content Elective (EDU 580-599)	3

Note: In order to maintain full-time status, students must take an additional 3-credit course.

Programs for 5-Year B.S./M.S. in Childhood/TESOL

NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:

The New York State Education Department requires that all Grade 1–6 teacher candidates select a liberal arts or science content major and complete an approved childhood teacher preparation program, with an approved pedagogical core.

DEGREES/MAJOR PROGRAMS OF STUDY:

B.S./M.S. Childhood Education—Biology/TESOL
 B.S./M.S. Childhood Education—English/TESOL
 B.S./M.S. Childhood Education—History/TESOL
 B.S./M.S. Childhood Education—Mathematics/TESOL
 B.S./M.S. Childhood Education—Spanish/TESOL

Students should refer to the area of concentration in this catalog for specific concentration requirements.

500-LEVEL COURSES:

Course descriptions and course fees for 500-level courses for the 5-year dual degree program can be found in the Molloy College Graduate Catalog.

REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES—CHILDHOOD PROGRAMS:

The following are courses **required** to help Childhood Education 1–6 teacher candidates meet General Education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

English (Both Required—6 credits)

ENG 110	College Composition (<i>Required with a grade of "B" or better</i>) (Transfer students without a transfer "B" in ENG 110 must take ENG 120 for "B" or better.)
ENG 262	Children's Literature (<i>Required</i>)

Psychology (3 credits required)

PSY 205	Child Psychology (<i>Required</i>)
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The following are **highly recommended** courses to help Childhood Education 1–6 teacher candidates meet General Education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

Art History (Art History courses only) Highly Recommended:

ART 135	History of Western Art I: Prehistoric to Renaissance
ART 136	History of Western Art II: Renaissance to Modernism

Biology/Chemistry (6 credits of Science required) *Biology programs will take more than two Science courses for the major. Mathematics programs must take two Lab Science courses as Mathematics Related Requirements.* Highly recommended:

BIO 112	Integrated Biological Science
CHE 103	Chemistry in Today's World

History/Political Science (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended:

HIS 101	Western Civilization I
HIS 102	Western Civilization II
HIS 111	American Civilization I
HIS 112	American Civilization II
POL 100	Fundamentals of Government (NOT for History majors)
POL 101	American National Government

Mathematics (6 credits required) Highly recommended:

MAT 110	Basic College Mathematics
MAT 115	Elementary Statistics
MAT 116	College Algebra and Trigonometry
MAT 209	Mathematics for Elementary Teachers (Preferred)
MAT 210	Mathematics for Elementary Teachers From an Advanced Standpoint, Part 2

Modern Language (12 credits required with a minimum grade of "C"). Courses are taken based upon placement. (ESL credits do not apply for TESOL.) Highly recommended:	
SPA 201	Spanish for Communication
ESL (English as a second language) courses are not applicable to the Modern Language requirements for TESOL students for teaching certification.	
Music History (Music History courses only) Highly recommended:	
MUS 105	Achieving a Musical Insight
MUS 108	Standard Repertoire (preferred)
Philosophy Highly recommended:	
PHI 160	Philosophy of Education
Physical Education (1 credit required)	
PED	Any one credit PED course

5-YEAR CHILDHOOD/TESOL MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: Programs for Childhood, Childhood Education 1-6/Early Childhood Birth-2, and Childhood/Special Education.

55 CREDITS REQUIRED AS FOLLOWS:

PRE-APPRENTICE SEMESTER (7 credits)

All field experiences for this program provide for a dual experience in both a regular class setting and TESOL inclusive settings

Sophomore or Junior Year		
EDU 301E	E-Portfolio	0
EDU 360	Foundations of Education for Regular and Special Education Teachers	3
EDU 361	Law and Professionalism in Inclusive Settings	1
EDU 365	Critical Examination of Issues in Education	3

APPRENTICE SEMESTER (9 credits)

Spring of Junior Year		
EDU 329	Strategies for All Learners in the Diverse Classroom	3
EDU 330T	Field Experience in TESOL	0
EDU 537	Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 542	Structure and Applications of American English	3

PRE-PROFESSIONAL SEMESTER (15 credits)

Fall of Senior Year		
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EDU 332	Literacy in the Content Areas for Childhood Teachers I	3
EDU 333	Literacy in the Content Areas for Childhood Teachers II	3
EDU 341	Mathematics in the Diverse Classroom Birth-Grade 2/ Childhood 1-6	3
EDU 346	Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
EDU 351	Social Studies in the Diverse Classroom Birth-Grade 2/ Childhood 1-6	3

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year		
EDU 513	Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 541	Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice	3
EDU 543	Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners	3

5th YEAR PROFESSIONAL SEMESTER (9 credits)

Fall of 5th Year		
EDU 540	Introduction to Linguistics for TESOL and Bilingual Professionals	3
EDU 544	PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas	3
EDU 547D	Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)	3
EDU 550A	Preprofessional Childhood Field Experiences in Inclusive Classrooms	0
EDU 550T	Preprofessional TESOL PK-12 (Five Year Program)	0

5th YEAR PROFESSIONAL SEMESTER (6 credits)

Spring of 5th Year		
EDU 545T	TESOL Student Teaching (Grades PK-12) (Five Year Program)	3
EDU 551C	Student Teaching Childhood (Grades 1-3 and Grades 4-6) (Five Year Program)	3
EDU 553C	Student Teaching Seminar - Childhood (Grades 1-3 and 4-6) (Five Year Program)	0

Programs for 5-Year B.S./M.S. & B.A./M.S. in Adolescence/TESOL

NEW YORK STATE APPROVED TEACHER CERTIFICATION PROGRAMS:

All 7–12 teacher candidates must select a major in a liberal art or science and complete an approved adolescence teacher preparation program, with an approved pedagogical core.

DEGREES/MAJOR PROGRAMS OF STUDY:

- B.S./M.S. Adolescence Education—Biology/TESOL
- B.A./M.S. Adolescence Education—English/TESOL
- B.A./M.S. Adolescence Education—Mathematics/TESOL
- B.A./M.S. Adolescence Education—Social Studies/TESOL
- B.A./M.S. Adolescence Education—Spanish/TESOL

500-LEVEL COURSES:

Course descriptions and course fees for 500-level courses for the 5-year dual degree program can be found in the Molloy College Graduate Catalog.

REQUIRED AND/OR HIGHLY RECOMMENDED GENERAL EDUCATION COURSES FOR ADOLESCENCE PROGRAMS:

The following are courses to help Adolescence 7–12 teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examinations:

English (ENG 110 required—3 credits)	
ENG 110	College Composition (<i>Required with a grade of “B” or better</i>) (Transfer students without a transfer “B” in ENG 110 must take ENG 120 for “B” or better.)
ENG 161	Introduction to Poetry and Drama (<i>Recommended</i>)
<i>or</i>	
ENG 366	Adolescent Literature (<i>Recommended</i>)
Psychology (3 credits required)	
PSY 206	Adolescent Psychology (Required)

The following are highly recommended courses to help Adolescence 7–12 teacher candidates meet general education requirements, provide a strong content background for teaching in the classroom and for passing the New York State Teacher Certification Examination:

Art History (Art History courses only) Highly recommended:	
ART 135	History of Western Art I: Prehistoric to Renaissance
ART 136	History of Western Art II: Renaissance to Modernism

Biology/Chemistry (6 credits of Science required) *Biology programs will take more than two Science courses for the major. Mathematics programs must take two **Lab Science** courses as Mathematics Related Requirements. Social Studies programs take one Science, not two.*
Highly recommended:

BIO 112	Integrated Biological Sciences
CHE 103	Chemistry in Today’s World
Communications Speech Highly recommended:	
COM 110	Experiences in Communication
COM 114	Group Discussion
COM 124	Voice and Diction
COM 210	Public Speaking

History/Political Science (6 credits required: HIS - 3 credits and POL - 3 credits) Highly recommended:

HIS 101	Western Civilization I
HIS 102	Western Civilization II
HIS 111	American Civilization I
HIS 112	American Civilization II
POL 100	Fundamentals of Government (Not for History majors)
POL 101	American National Government

Mathematics (6 credits required) Highly recommended:

MAT 110	Basic College Mathematics
MAT 115	Elementary Statistics
MAT 116	College Algebra and Trigonometry
MAT 118	Pre-Calculus

Modern Language (12 credits required with a minimum grade of “C”). Courses are taken based upon placement. (ESL credits do not apply for TESOL.)
Highly recommended:

SPA 201	Spanish for Communication
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NOTE: 12 credits of any Modern Language or ASL credits are required. The English Adolescent Education Programs have a Related Requirement for 3 credits in ARA, CHI, FRE, ITA or SPA language courses. ASL courses would not apply to the 3 credits of Modern Language that are a Related Requirement for English Adolescent Education Programs. Beyond these 3 credits, students may take ASL credits for the other 9 needed credits.

ESL courses are not applicable to the Modern Language requirements for TESOL students for teaching certification.

Music History (Music History courses only) Highly recommended:

MUS 105	Achieving a Musical Insight
MUS 108	Standard Repertoire (Preferred)

Philosophy Highly recommended:

PHI 160	Philosophy of Education
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Physical Education (1 credit required)

Any 1-credit General Education PED course.

Highly Recommended as Electives:

PSY 329	Learning Disabilities
PSY 330	Behavior Modification in the Classroom
PSY 332	Hyperactive Child

LIBERAL ARTS AND SCIENCES REQUIREMENTS:

For the B.A./M.S. Adolescent/Special Education program students, additional electives must be taken to meet the **90 Liberal Arts and Science credits** required by New York State Department of Education for the award of a B.A. degree. (The B.S./M.S. Adolescent/Special Education program students do not need to take additional electives to meet the 60 Liberal Arts and Science credits for B.S. degrees.)

5-YEAR ADOLESCENCE/TESOL MAJOR REQUIREMENTS

For Highly Recommended and Required Additional General Education Courses, see: **Programs for Adolescence and Adolescence/Special Education.**

49 CREDITS REQUIRED AS FOLLOWS:

PRE-APPRENTICE SEMESTER (7 credits)

All field experiences for this program provide for a dual experience in both a regular class setting and special education inclusive settings.

<u>Sophomore or Junior Year</u>		
EDU 301E	E-Portfolio	0
EDU 360	Foundations of Education for Regular and Special Education Teachers	3
EDU 361	Law and Professionalism in Inclusive Settings	1
EDU 365	Critical Examination of Issues in Education	3

APPRENTICE SEMESTER (6 credits)

<u>Spring of Junior Year</u>		
EDU 329	Strategies for All Learners in the Diverse Classroom	3
EDU 330T	Field Experience in TESOL	0
EDU 542	Structure and Application of American English	3

PRE-PROFESSIONAL SEMESTER (12 credits)

<u>Fall of Senior Year</u>		
<i>Complete one* content area course (3 credits):</i>		3
EDU 314	Methods and Techniques of Teaching Mathematics for Adolescent Students	*
EDU 315	Methods and Techniques of Teaching Spanish for Adolescent Students	*
EDU 316	Methods and Techniques of Teaching Social Studies for Adolescent Students	*

EDU 319	Methods and Techniques of Teaching English for Adolescent Students	*
EDU 346	Science in the Diverse Classroom Birth-Grade2/Childhood 1-6/ Adolescent 7-12	*
EDU 506B	Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners	6
EDU 537	Diverse Abilities and Needs of Students in Inclusive Classrooms, Birth-Grade-Grade 2, Childhood 1-6 and Adolescence 7-12	3

PROFESSIONAL SEMESTER (9 credits)

<u>Spring of Senior Year</u>		
EDU 513	Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 541	Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice	3
EDU 543	Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners	3

5th YEAR PROFESSIONAL SEMESTER (9 credits)

<u>Fall of 5th Year</u>		
EDU 540	Introduction to Linguistics for TESOL and Bilingual Professionals	3
EDU 544	PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas	3
EDU 547D	Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)	3
EDU 550T	Preprofessional TESOL PK-12 (Five Year Program)	0
EDU 554A	Preprofessional Adolescent Field Experiences in Inclusive Classrooms	0

5th YEAR PROFESSIONAL SEMESTER (6 credits)

<u>Spring of 5th Year</u>		
EDU 545T	TESOL Student Teaching (Grades PK-12) (Five Year Program)	3
EDU 553C	Student Teaching Childhood (Grades 1-3 and 4-6) (Five Year Program)	0

EDU 555C	Student Teaching Seminar - Adolescent (Grades 7-12) (Five Year Program)	3
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NOTE: In order to maintain full-time status, students must take an additional 3-credit course.

Physical Education

Quealy Gymnasium
516.323.3167

Donna M. Newman, Chairperson

Assistant Professor: Donna M. Newman

Adjunct Instructors: Robin Appel, Frank Gilroy, Robert Presland, Eric Ressegger

GOALS

The overall aims of the Physical Education Department are concerned with the students' appreciation of physical activity as a means of building functional efficiency and as a leisure time pursuit.

GENERAL EDUCATION REQUIREMENT

The Physical Education General Education requirement is for completion of one credit of a PED activity course. The General Education requirement can be fulfilled by any PED courses except PED 125, 201, 202, 210, 212, 214, 216, 217, 255 and 296. PED 125 can only fulfill the General Education requirement for Childhood Education majors.

Physical Education courses receive letter grades that are calculated in the cumulative grade point average (GPA). This policy has been in effect since Fall 1989. All courses are co-educational except PED 144.

GENERAL EDUCATION EXEMPTION POLICIES

Athletic NCAA Team Member Exemption:

An athletic **NCAA team member** may formally request an *exemption* for the General Education Physical Education with these conditions:

- After completion of one academic year playing as an active **NCAA team member** for one full sport season. Depending on the sport, a season may run in the Fall, the Spring or both the Fall and Spring semesters. (Students must play the full season for sports that extend through both the Fall and Spring semesters.)
- Exemptions or substitutions are never allowed for Childhood Education majors who are required to take PED 125 to also meet NY state teacher certification requirements.
- Students must have the coach fill out the Exemption General Education Waiver Form.
- Decision to approve the request will be based on a review by the Physical Education Chairperson and the Athletic Director and with optional consultation with

the coaches involved.

- No college credit will be awarded for exemption/waivers of the General Education Physical Education requirement.
- Exemption forms are available from the Chairperson of the Physical Education Department.

Life Experience and Challenge Examinations:

Students may apply for credit by examination by taking Challenge Exams or applying for Life Experience credits to meet the Physical Education General Education requirement (see "academic Policies and Procedures"). The fees for applying for and receiving credits for Challenge Exams and Life Experience are listed in the "Expenses" section of the catalog.

Generally, one (1) credit for the Physical Education General Education requirement can be awarded for approved applications.

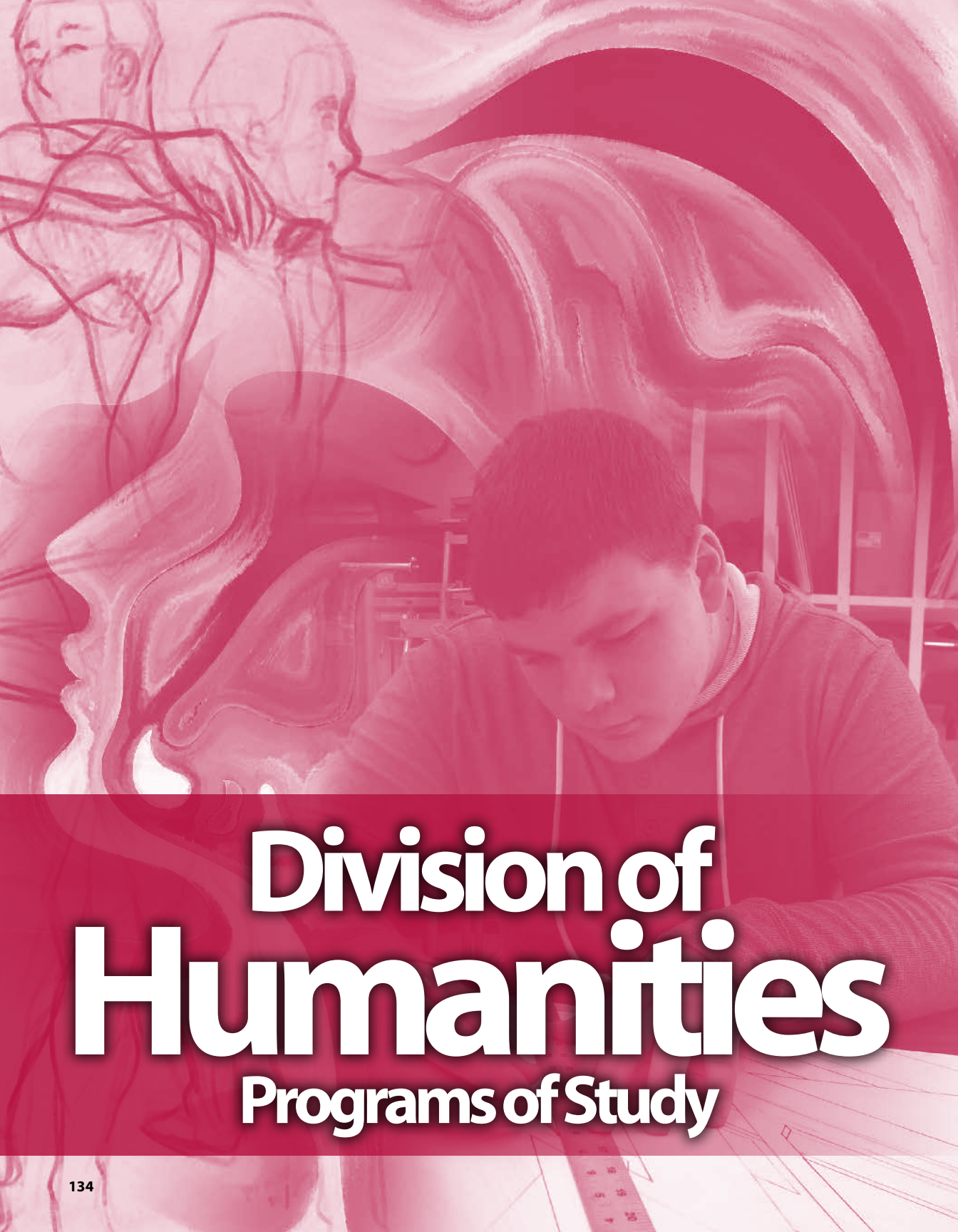
Substitution Policy for Medical Excuses from PED Activity Courses:

Students who cannot complete a physical education activity course due to medical reasons may request approval to take PED 190 Personal Health as a substitution. PED 190 does not involve physical activity. The Physical Education Chairperson will review requests for consideration with any supporting medical documentation on a case-by-case basis. The General Education for Physical Education requirement is not waived for medical reasons. Pre-approved students must successfully complete PED 190. A substitution can then be made to meet the activity requirement.

COACHING CERTIFICATE FOR CLASSROOM TEACHERS

New York State Department of Education will issue a coaching certificate to a classroom teacher on completion of the following requirements: PED 210, PED 212, PED 214, PED 216. Workshops offered by the Division of Continuing Education and Professional Development are also required: Training for the Identification of Child Abuse and Neglect; Principles of Chemical Dependency and School Violence Prevention and Intervention. First Aid and CPR courses, which are also required, will need to be taken outside of Molloy. Courses for this certificate must be selected in consultation with the Chairperson of the Physical Education Department.





Division of Humanities

Programs of Study

Letter from the Dean of the Division of Humanities



Dear Students:

The Division of Humanities welcomes you to Molloy College and its programs of study. Whatever major you choose, your undergraduate courses will include a substantial number of offerings in the Humanities, the very pulse of a liberal arts education and the cornerstone of civilization and culture. No education can ever be complete, but none can even be considered satisfactory without exposure to the Humanities and to the myriad possibilities arising from studying those disciplines that define our character and

speak directly to who we are as human beings. Whether in the sciences or the arts, we are always more than our labor and accomplishments.

In unique, insightful, and creative ways, the disciplines in the Humanities focus attention on the perduring questions of human experience and the meaningfulness of life. Without serious consideration and critical discernment of such questions, spiritual growth is stunted and intellectual curiosity diminished. The love of learning and the excitement of discovering new ideas comprise an important ingredient in your education at Molloy College. We in the Humanities are especially privileged to share this mission with you.

A handwritten signature in black ink, appearing to read "A. Nicholas Fagnoli". The signature is fluid and cursive.

A. Nicholas Fagnoli, Ph.D.
Dean of the Division
and Professor of Theology and English



Mission Statement of the Humanities Division

Committed to promoting academic excellence and to instilling a life-long enthusiasm for learning and responsible citizenship, the Division of Humanities engages students in the discussion of the seminal ideas and enduring values characterizing the disciplines within its domain. In addition to preparing students for success and leadership in the modern professional world by developing such skills as critical thinking, written and oral communication, information literacy, and the synthesis of research and originality, an education in the humanities fosters a learned appreciation of culture, languages, creativity, and the arts.

Art

W211 Wilbur Arts Center
516.323.3185

Leonard Antinori, Chairperson

Professor Emerita: S. Jean Dominici DeMaria, O.P.

Professors: Hwa Young Caruso, Yolande Trincere

Assistant Professors: Leonard Antinori, Donald Hazlitt

Adjunct Instructors: Mitchell Hovey Brock, Brittany Colasanto, Margaret DeLima, John DeRosa, Dana Hemes, Kathleen Reba, Tim Roda, Terry Sullivan, Stacey Weir

The Art Department at Molloy College is home to two academic programs: B.F.A. in Studio Art with a concentration in digital art, graphic design, painting, drawing, illustration photography, ceramics, sculpture, art therapy or art history and a B.S. in Visual Art Education. The faculty strive to foster a sense of intellectual and creative exchange between the two disciplines.

The faculty is committed to bringing together the pursuit of serious scholarship and studio practice and providing a caring and rigorous education in the visual arts for our students.

Faculty, staff and students make a diverse and vibrant community bound together by the shared purpose of understanding the history, theory and practice of the visual arts. The Art Department welcomes both students who wish to pursue their majors and minors in the visual arts and students majoring in other disciplines who wish to engage in the study of art history or a structured studio experience as part of their education at Molloy College.

The course offerings reflect a diversity of faculty expertise, attention to student needs and the spirit of exploration with new concepts and technologies in art. Molloy College's proximity to New York City provides students with an opportunity to see current art exhibitions in museums and galleries and be actively engaged in the Art Capital of the World.

The Department has a close working relationship with the Molloy College Art Gallery located in Kellenberg Hall. Students benefit from changing contemporary and historical exhibitions and frequent lectures by visiting artists and art historians, as well as Molloy's own faculty exhibits in the gallery. Each year, senior art majors present an exhibition of their work in the gallery, and the student display case in the Wilbur Arts Center lobby presents student exhibitions throughout the year.

GOALS

The goals are to:

- develop a personal aesthetic consciousness through the study of the artistic achievements of humans from pre-history to contemporary times
- explore individual creativity and advanced artistic proficiency in a variety of two and three dimensional media
- encourage artistic inspiration and innovation reflective of an intellectual, conceptual and psychological foundation
- acquire a knowledge of New York City's art's community of museums, galleries and agencies as possible employment opportunities

OBJECTIVES

Students will:

- possess a basic understanding of art history from the past to the present, and its implication in individual expression
- gain an awareness of the commonality as well as the diversity of human artistic endeavors
- have a heightened respect and appreciation of artistic creation from both western and non-western cultures
- develop the powers of critical thinking in the analysis and discussion of one's own as well as others' artistic initiatives
- be able to pursue gainful employment through the utilization of advanced artistic knowledge and tactile-visual skills

FACILITIES

The Art Department has studios for painting, drawing, printmaking, sculpture, ceramics and a state-of-the-art MAC Lab for digital photography and computer graphics. In addition, the Molloy College Art Gallery has a varied gallery schedule and holds student art exhibitions every year.

GENERAL EDUCATION REQUIREMENTS

The following Art courses fulfill the General Education requirement: ART 135, 136, 171, 220, 221H, 222, 223, 224, 225, 228, 229, 230, 232, 233, 234, 236, 240, 241, 248, 270, 296, 397, 471.

ACADEMIC AND PROGRESSION REQUIREMENTS

In the middle of the sophomore year, art majors will submit a self-evaluation and portfolio.

The Art Department reserves the right to choose, photograph and retain part of a student's work from each studio course for exhibition or publication at the College.

All B.F.A. Art program students will be required to complete an internship, either on- or off-campus with a museum, gallery, graphic design studio or other arts organization. Internships

provide valuable experiential learning outside of the classroom that enhances a student's education and opportunities for success.

INTERDISCIPLINARY STUDIES

Courses for an interdisciplinary studies concentration in art must be selected in consultation with the Chairperson of the Art Department. Students are required to take a minimum of 21 credits in art, and a minimum of 12 of those credits must be taken at Molloy College.

MINORS

The Art Department offers minors in Art History, Art Therapy, Studio Art, Gallery/Museum Studies, Graphic Design, Photography and Digital Art. Minor requirements are described in the section of the catalog on Minors.

Programs for Art Majors

ART—B.F.A.

New York State Registered Program Code: 07453

HEGIS Code: 1002.00 {Art [Painting, Drawing, Sculpture]}

Molloy Program of Study Code: ARTBF

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE	
<i>Arts and Fine Arts (1 out of 2 disciplines) (3 credits):</i> MUS History/COM Speech	3
<i>English and Modern Languages (1 discipline) (3 credits):</i> ENG 110; (See Related Requirements for Modern Language and Modern Language/Literature requirements)	3
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; and Science course	6
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (54 credits):	
ART 101 Two-Dimensional Design	3
ART 102 Drawing	3
ART 111 Figure Drawing	3
ART 135 History of Western Art I: Prehistoric to Renaissance	3
ART 136 History of Western Art II: Renaissance to Modernism	3
NOTE: Honors Program students take ART 221H (HONORS) in place of ART 135 only	--
ART 214 Color Theory-Advanced Design	3
<i>Complete one 3-Dimensional Studio course* (3 credits):</i>	3

ART 103 Three-Dimensional Design	*
ART 120 Ceramics	*
ART 208 Sculpture	*
<i>Complete one Painting course**, either:</i>	3
ART 130 Fundamentals of Painting	**
ART 133 Abstract Painting and Construction	**
ART 231 Watercolor Painting	**
ART 157 Digital Photography I	3
ART 228 Modern Art	3
<i>Complete either*** ART 229 or ART 241 (3 credits):</i>	3
ART 229 Asian Art	***
ART 241 Art History of Non-European Cultures	***
ART 233 Contemporary Art	3
ART 450 Senior Thesis Project†	3
<i>Complete the following (15 credits):</i>	
One Digital Art course	3
Three Concentration Art courses (Under consultation with advisor)	9
One Internship course (ART 460, 461, 462 or 463)	3
Related Requirements (6 credits):	
<i>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</i>	3
<i>Take 3 additional credits in a second Modern Language or a Literature:</i>	3
Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses	****
Literature: Refer to the General Education Section of the Catalog for appropriate courses	****
Electives: 33 Elective credits are required. The Liberal Arts and Science (LAS) requirement is met for a BFA degree. FST 101 counts towards required Electives.	33
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 35, because the following Major requirement will also satisfy the General Education requirement: ART 136. The Modern Language and Modern Language/Literature requirements are met as 6 credits of Related Requirements.

†**Art 450** must be taken in Spring semester of senior year. Seniors who anticipate graduating in January must arrange to take it the previous year.

‡**For concentrations:** Students interested in a particular career in art should consult with their advisors before choosing their concentrations.

Programs for Visual Arts Education Majors

The philosophy of the Visual Arts Education Program is based on John Dewey's philosophy of "Art as Experience" where students learn by doing and in doing so explore the diversity that exists today in the visual arts and in life. From the late 1940's on, art educators have been trained by practical experiences, as well as by a pedagogical approach. It is hoped that this program integrates a multitude of dynamics.

In addition to the specific admission requirements to the Education Program, students are admitted to the Visual Arts Education Program based on a portfolio and academic achievement with no lower than 2.5 GPA. Students who are weak in studio art are asked to take classes in painting and drawing before entrance to the program while they are accepted conditionally.

VISUAL ARTS EDUCATION PRE-K-12—B.S.

New York State Registered Program Code: 23867

HEGIS Code: 1002.00 {Art [Painting, Drawing, Sculpture]}

Molloy Program of Study Code: VARBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE	--
<i>Arts and Fine Arts (3 credits):</i> MUS History (required for Education Majors)	3
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; ENG 262 or ENG 366 (required for Education Majors)	9
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 204 (required for Education majors)	9
<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; and Science course	6
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Visual Arts Requirements (51 credits):	
ART 101 Two-Dimensional Design	3
ART 102 Drawing	3
ART 103 Three-Dimensional Design	3
ART 111 Figure Drawing	3
ART 113 Introduction to Printmaking	3
ART 120 Ceramics	3
<i>Complete either ART 130, 133 or 231*:</i>	3
ART 130 Fundamentals of Painting and Construction	*
ART 133 Abstract Painting	*
ART 231 Watercolor Painting	*

<i>Complete either ART 135 or ART 221H**:</i>	3
ART 135 History of Western Art I: Pre-historic to Renaissance	**
ART 221H (HONORS) Art and Ideas Through History	**
ART 136 History of Western Art II: Renaissance to Modernism	3
ART 157 Digital Photography I	3
ART 208 Sculpture	3
ART 214 Color Theory - Advanced Design	3
ART 228 Modern Art	3
<i>Complete either ART 229 or ART 241****:</i>	3
ART 229 Asian Art	****
ART 241 Art History of Non-European Cultures	****
<i>Complete one Digital Art course***** (3 credits):</i>	3
ART 180 Introduction to Digital Art	*****
ART 181 Paint Systems I	*****
ART 182 Adobe Illustrator I	*****
ART 183 Adobe Photoshop I	*****
ART 184 Adobe InDesign	*****
ART 272 Adobe After Effects	*****
ART 273 Three-Dimensional Computer Graphics and Animation	*****
ART 274 Interactive Multimedia Design	*****
ART 398 Selected Studies in Digital Art	*****
<i>Complete one additional Studio Art or Digital Art Elective course (3 credits)</i>	3
ART 450 Senior Thesis Project	3
Education/Childhood/Special Subjects/ Visual Arts Requirements (25 total credits):	
APPRENTICE PHASES (10 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - Must be taken immediately preceding Pre-Professional Phase	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting (2 hours a weeks in a local school)	0
PRE-PROFESSIONAL SEMESTER (6 credits)	
Fall of Senior Year	
ART 200 Curriculum and Instruction in Visual Arts for Childhood Education	3
ART 201 Curriculum and Instruction in Visual Arts for Adolescence Education	3
EDU 369 Field Experience in a School Setting: Visual Arts Education	0

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year

EDU 488 Student Teaching Seminar 1

EDU 490 Visual Arts Education - Student Teaching 8

Electives: 8 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. **FST 101** counts towards required Electives. 11

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the requirement: ART 135.

Communications

W114 Wilbur Arts Center
516.323.3240

Janice Kelly, Chairperson

Professor: E. Deidre Pribram

Associate Professors: Brian Cogan, Janice Kelly

Instructor: Thomas Kenny

Adjunct Assistant Professor: Jean Devlin

Adjunct Instructors: Karen Beck, Lauren Capo, Brendan Caputo, Janet Douglas-Pryce, Jacqueline Hansen, Christian Holland, Lynn Kennedy, Joanne Marlin, Kimberly Poppiti, Nicole Stevens, Beryl R. Williams

GOAL

The goal of the Communications Department is to guide students in the dynamic interplay of communication theory and practice, both mediated and professional, in their academic and professional lives.

OBJECTIVES

- Students will demonstrate effective oral and written communication.
- Students will demonstrate the ability to discuss issues in a rational way, to analyze critically and to evaluate effectively.
- Students will apply moral and ethical methods to situations in communications.
- Students will demonstrate theoretical knowledge and research skills in communications to prepare for graduate studies and professional careers.
- Students will apply communication skills in a variety of practical contexts to prepare for professional careers.

FACILITIES

A high definition television studio and control room with state-of-the-art production equipment. Communications classroom/

lab with 24 Mac computers for video editing and creating media content. Field equipment includes high definition cameras, tripods, lighting and audio gear.

GENERAL EDUCATION REQUIREMENT

As part of Molloy's liberal arts general education curriculum, the study of communications serves to personally enrich students and prepare them to achieve their professional goals by enhancing their oral communication skills.

The following courses fulfill the 3-credit general education requirement for speech communications: COM 110, 114, 117, 120, COM 122/THA250, 210, 211, 213, 262, 313, 356.

INTERDISCIPLINARY STUDIES

Courses for an interdisciplinary studies concentration in communications must be selected in consultation with the Chairperson of the Communications Department. Students are required to take a minimum of 21 credits in communications, and a minimum of nine of those credits must be taken at Molloy College.

Media: COM 256, COM 262, COM 355, COM 261 and COM 356, plus two additional 200- level or higher COM courses in consultation with an advisor.

Professional Communication: COM 254, COM 259, COM 313 and COM 315, plus three additional 200+ level COM courses in consultation with an advisor.

MINORS

The Communications Department offers minors in Media, Professional Communication and Journalism. Minor requirements are described in the section of the catalog on Minors.

Programs for Communications Majors

The Communications Department offers a B.A. in Communications, with a concentration in either Media or Professional Communications. There is also a B.S. in Childhood Education with Communications or Childhood/Early Childhood Education with Communications, which specialize in web communications.

For the Communications elective courses, advisors assist students into courses relevant to the individual student's goals and career plans.

The Media concentration is designed for those who wish to pursue careers in television, film, broadcast journalism and new media production or management, or those who plan on graduate studies in film and television studies, cultural studies, media production or media management.

The concentration in Professional Communications is ideal for those interested in graduate study or careers in public relations, human resources, conflict resolution, management or administration in any industry or field and for the development of effective communication skills in any organizational or professional setting.

Communications is an excellent area to consider for a double major or a major/minor combination. Almost any discipline makes a good match with Communications. Some of the most popular include Communications combined with: English, Psychology, Sociology,



Business, Art, Modern Languages, Social Work and Criminal Justice.

COMMUNICATIONS—B.A.

New York State Registered Program Code: 07461
 HEGIS Code: 601.00 (Communications, General)
 Molloy Program of Study Code: COMBA

Students must consult with their advisors to select appropriate courses for either a concentration in Media or Professional Communications.

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See **NOTE**

<i>Arts and Fine Arts (1 out of 2 disciplines) (3 credits): ART History/MUS History; and COM 210 for Professional Communications Concentration OR COM 356 for Media Concentration (also meet Major requirement)</i>	3
<i>English and Modern Languages (1 discipline) (3 credits): ENG 110; (See Related Requirements for Modern Language and Modern Language/Literature requirements)</i>	3
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC</i>	9
<i>Math and Science (1 of each discipline) (6 credits): MAT; and Science course</i>	6
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH</i>	9
<i>Physical Education (1 credit): PED</i>	1

Core Course (4 credits): COR	4
Major Requirements (Both Concentrations) 36 Concentration credits):	
COM 468 Communications Internship†	3
COM 488 Communications Seminar I	3
COM 490 Communications Seminar II	3
CONCENTRATIONS - Choose one:	
Media (36 credits)	
Professional Communications (36 credits):	
Media Concentration Major Requirements	
COM 230 Scriptwriting for Media	3
COM 252 Television Studio Production	3
COM 256 Field Production	3
COM 260 Research in Communications	3
COM 352 Advanced Television Production	3
COM 354 Foundations of Media Theory	3
COM 355 History of Media	3
COM 356 Film Art	3
COM 360 Understanding Television	3
Complete 9 additional credits* for the Media Concentration with any 200-level or 300-level COM courses	9
Professional Communications Concentration Major Requirements:	
COM 210 Public Speaking	3
COM 254 Public Relations	3
COM 356 Film Art	3
Complete either* COM 255 or COM 357:	3
COM 255 Public Relations Writing	*
COM 357 Digital Public Relations Campaigns	*
COM 259 Introduction to Advertising	3
COM 260 Research in Communications	3
COM 313 Interpersonal Communications	3
COM 315 Organizational Communications	3
Complete either* COM 354 or COM 364:	3
COM 354 Foundations of Media Theory	*
COM 364 Foundations of Communications Theory	*
Complete 9 additional credits** for the Professional Communications Concentration with any 200-level or 300-level COM courses	9
Related Requirements (6 credits):	
Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses	3
Take 3 additional credits in a second Modern Language or a Literature:	3
Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses	**

Literature: Refer to the General Education Section of the Catalog for appropriate courses	**
Electives: For Media Concentration 35 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. For Professional Communications Concentration 29 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 101 counts towards required Electives. The LAS Electives needed wmay be lower depending upon whether COM required courses taken are LAS courses.	42
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Total:	128

†COM/ENG 469 also fulfill the internship requirement.

NOTE: The General Education requirement is 44, and has been adjusted to 35, because one of the following Major requirements will also satisfy the General Education requirement: COM 356 for the Media Concentration or COM 210 for the Professional Communications Concentration. The Modern Language and Modern Language/Literature requirements are met as 6 credits of Related Requirements.

CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - COMMUNICATIONS—B.S.

New York State Registered Program Code: 23868
HEGIS Code: 802.00 {Elementary Education, General}
Molloy Program of Study Code: CCBBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (44 credits needed) See NOTE	--
Education Childhood/Early Childhood General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	6
Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History	6
English and Modern Languages (1 of each discipline) (9 credits): ENG 110; ENG 262 (required for Education majors); Modern Language	9
Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 205 (required for Education majors)	9
Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses	12
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH	9
Physical Education (1 credit): PED	1

Core Course (4 credits): COR	4
Major Requirements (27 credits):	
COM 211 Gender and Communication	3
COM 213 Intercultural Communication	3
COM 261 Media in the Twenty-First Century	3
COM 262 Social Media	3
COM 315 Organizational Communications	3
COM 331 Video for Websites	3
COM 354 Foundations of Media Theory	3
COM 488 Communications Seminar I	3
COM 490 Communications Seminar II	3
Related Requirement - One Advanced Writing course*** (3 credits):	3
COM 260 Research in Communications	*
Education - Childhood/Early Childhood Major Requirements (40 total credits):	
APPRENTICE SEMESTERS (16 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 336 Curriculum and Methodology in Early Childhood Education	3
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience - 2 hours a week in a local school	0
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom	3
EDU 346 Science in the Diverse Classroom	3
EDU 351 Social Studies in the Diverse Classroom	3
EDU 355 Field Experience in a School Setting - Childhood Program	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 481 Childhood 1-6/Early Childhood B-2 Student Teaching	8
EDU 488 Student Teaching Seminar	1

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. **FST 101** counts towards required Electives. 8

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 128

NOTE: The General Education requirement is a minimum of 44 credits and the Education Childhood/Early Childhood General Education requirement is a minimum of 6 credits. The Lab Science courses are generally 4 credits or more, so students may actually exceed the minimum credits needed to meet the requirement.

Digital Humanities and New Media

W104A Wilbur Arts Center
516.323.3253

Matthew Applegate, Chairperson

Assistant Professors: Matthew Applegate, James Cohen

GOAL

The goal of the Digital Humanities and New Media Department is to educate students with contemporary theory of emerging media and digital culture. The department also provides in-depth experience with new platforms for visual media production in order to enhance their professional aspirations.

OBJECTIVES

- Students will develop necessary competence in knowledge required of new media industries.
- Students will demonstrate digital media literacy in both reading and writing digital material, code, and visual material and learn several essential web languages.
- Students will be able to theorize the changes in emergent media technologies and their social, political, and ethical impact.
- Students will be able to understand visual languages, their theoretical underpinnings, and conceptual basis in various applied scenarios.
- Students will express themselves in a digital environment in text, graphics, video, websites, and animation.
- Students will develop their civic voices to express their maturity as a digital citizen.
- Students will become critical makers and understand how to analyze their products

FACILITIES

A mini-lab with a full Oculus Rift virtual reality system, a station to program the Raspberry Pi and a 3D Printer. Media Lab with 24 Mac computers for video manipulation, graphic design, coding, GIF making and creating digital content. Field equipment includes 360-degree cameras, VR headsets and livestreaming devices.

GENERAL EDUCATION REQUIREMENT

NMD 246 Civic Engagement with New Media fulfills the 3-credit general education requirement for Speech Communications.

INTERDISCIPLINARY STUDIES

Courses for the New Media track in Interdisciplinary Studies must be selected in consultation with the chairperson of the Digital Humanities and New Media Department. Students are required to take a minimum of 21 credits in New Media and a minimum of nine credits must be taken at Molloy College. Many of the courses in the interdisciplinary track are offered as hybrid or online. The New Media concentration requires NMD 243, NMD 244, NMD 246, NMD 309, plus 9 credits in three additional 200+ level NMD courses in consultation with advisor.

MINORS

The Digital Humanities and New Media Department offers a minor in New Media. Minor requirements are described in the section of catalog on Minors.

PROGRAM FOR NEW MEDIA MAJORS

The Digital Humanities and New Media Department offers a B.S. in New Media. For the elective requirements, students will select courses with assistance of their advisor that best complement the student's goals and career plans.

New Media is an exciting and emerging discipline that develops strong digital media industry leadership skills. The New Media major is an optimal choice for double major or double minor. The Digital Humanities and New Media Department works in collaboration with Art, Computer Science, Business, Education and Communications.

NEW MEDIA—B.S.

New York State Registered Program Code: 35849

HEGIS Code: 0601.00 {Communications, General}

Molloy Program of Study Code: NMDBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE	
<i>Arts and Fine Arts (1 out of 2 disciplines) (3 credits):</i> ART History/MUS History	3
<i>English and Modern Languages (1 of each discipline) (3 credits):</i> ENG 110; (See Related Requirements for Modern Language and Modern Language/Literature requirements)	3
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; and Science course	6
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1

<i>Core Course (4 credits):</i> COR	4
Major Requirements (33 credits):	
NMD 228 Writing for the Web	3
NMD 243 Introduction to New Media	3
NMD 244 Online Content Production	3
NMD 246 Civic Engagement with New Media	3
NMD 309 History of Digital Media	3
NMD 310 Video Storytelling for the Web	3
NMD 381 Digital Applications for New Media	3
NMD 392 Advanced Online Content Production	3
NMD 440 Internship I	3
NMD 441 Internship II	3
NMD 444 Critical Making for New Media	3
Related Requirements (21 credits):	
<i>Complete 5 or more courses in New Media associated curriculum (15 credits):</i>	15
ART 180 Introduction to Digital Art	*
ART 236 History of Photography	*
CIS 103 Visual Programming	*
CIS 112 Introduction to Web Design and Development	*
CIS 255 Computer Ethics and Security	*
ENG 353 Coding for the Humanities	*
ENG 354 Blogs, Zines and E-Books	*
NMD - Any three 1 credit courses	*
<i>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</i>	3
<i>Take 3 additional credits in a second Modern Language or a Literature:</i>	3
Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses	*
Literature: Refer to the General Education Section of the Catalog for appropriate courses	*
Electives: 8 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree adjusted for the selected courses for the associated New Media Related Requirement.	39
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers, and for Related Requirements for NMD associated curriculum as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 35, because one of the following Major requirements will also satisfy the General Education requirement: NMD 246 for the New Media Program. The Modern Language and Modern Language/Literature requirements are met as 6 credits of Related Requirements.

English

S103 Siena Hall
516.323.3260

Robert J. Kinpoitner, Chairperson

Professors Emeriti: S. Catherine M. Dullea, O.P., Roger Dupré, Jane Gilroy, Kathleen Conway

Professors: S. Alice Byrnes, O.P., A. Nicholas Fagnoli, Damian Ward Hey, Robert Kinpoitner, Jeffrey Massey

Associate Professors: Jacqueline Nenchin, Mark James

Assistant Professor: Matthew Applegate

Adjunct Professor: Richard J. Conway

Adjunct Assistant Professors: Michael Herman, Barbara Novack, Barbara Young

Adjunct Instructors: Stephen Albanese, Margaret Byrnes, Elseah W. Chea, Prathima Christdas, Francine Desposito, Juliette Fernan, Valerie Griggs, Charles C. Haitz, Mary Ann Howell, Pamela Kenley-Meschino, Anthony Price, Stuart Radowitz, Timothy Ryley, Kristin Sloan, Maureen Stea, Irene Steinman

GOALS

To lead students:

- To read with discrimination and delight
- To widen horizons through literary experience
- To think and write critically and creatively
- To attain confidence in their ability to relate literature to life
- To share insights effectively
- To establish a hierarchy of values
- To come to wisdom and truth

OBJECTIVES

Through a broad spectrum of literature courses, students will demonstrate the ability to:

- Locate and evaluate the place of one or more Western texts within the literary heritage of contemporary American readers
- Ascertain what they as readers prize in a text and how their evaluations concur with and differ from those of critics
- Formulate their personal values as a result of discussion of character, incident, and underlying philosophies in literature

Through language and writing courses, students will demonstrate the ability to:

- Identify grammatical elements and correct basic problems; construct appropriate rhetorical structures and styles of English in creative expression
- Exercise opportunities for creative expression

Through programs offered, the students will demonstrate the ability to:

- Achieve a satisfactory basis for graduate study in English and selected pre-professional programs

Through the prevailing departmental policy, to promote delight in literature, faculty will:

- Have reasonable freedom to teach what they enjoy
- Grant students reasonable freedom in selecting courses and content

GENERAL EDUCATION REQUIREMENTS

English 110 and any English Literature course fulfill the general education requirement. If composition is waived, a minimum of six credits in literature is required.

Students must maintain at least a 2.0 index to remain in the major or minor.

INTERDISCIPLINARY STUDIES

The English Department offers concentrations for Interdisciplinary Studies majors in American Studies and English.

- American Studies: Follow the requirements for the American Studies minor, plus three additional credits in consultation with the English department chairperson. See the Minors requirements section of the catalog.
- English: Select courses in consultation with the English department chairperson.

MINORS

The English Department offers minors in English, Journalism, Theatre, American Studies and Writing. Minor requirements are described in the section of the catalog on Minors.

Programs for English Majors

All English majors must pass the grammar examination or take ENG 070 and pass with a grade of "C" or better to remain English majors.

Advanced Writing courses are ENG 230, 231, 232, 233, 234, 235 (3 credits), 236, 237, 301.

ENGLISH—B.A.

New York State Registered Program Code: 07459

HEGIS Code: 1501.00 {English, General}

Molloy Program of Study Code: ENGBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE	
<i>Arts and Fine Arts (1 of either discipline) (3 credits):</i> ART History/MUS History	3
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; and Science course	6
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4

Major Requirements (Both Concentrations) (15 credits plus 36 Concentration credits):	
Grammar Exam with Passing Score or ENG 070 (Credits not counted towards degree)†	0
ENG 110 College Composition (Transfer students see note for ENG 110)†	3
Complete either ENG 251 or ENG 263 (3 credits):	3
ENG 251 Continental Literature I: The Ancient World	*
ENG 263 Mythology and Legend	*
ENG 255 Literature in the Digital Age	3
ENG 311 Shakespeare	3
ENG 469 English Internship	3
CONCENTRATIONS - Choose one:	
Literature (36 credits)	
Writing (36 credits):	
Literature Concentration Major Requirements (36 credits):	
ENG 241 Great Writers of English Literature I	3
ENG 242 Great Writers of English Literature II	3
ENG 243 Major American Writers I	3
ENG 244 Major American Writers II	3
ENG 282 Literary Criticism	3
Advanced Writing Requirement:	
One advanced writing course	3
Author Course Requirement:	
One course on any author	3
Literary Genre Requirement:	
One course in any genre	3
Literary Period Requirement:	
One course in any period	3
Two elective English courses	6
ENG 491 English Seminar	3
Writing Concentration Major Requirements (36 credits):	
Complete either ENG 161 or ENG 162 (3 credits):	3
ENG 161 Introduction to Poetry and Drama	*
ENG 162 Short Story	*
ENG 200 Writing in the Digital Age: An Introduction	3
ENG 226 Introduction to New Media	3
Complete either ENG 228 or ENG 230 (3 credits):	3
ENG 228 Writing for the Web	*
ENG 230 Scriptwriting for Media	*
ENG 231 Advanced Composition	3
Complete either ENG 241 or ENG 242 (3 credits):	3
ENG 241 Great Writers of English Literature I	*
ENG 242 Great Writers of English Literature II	*
Complete either ENG 243 or ENG 244 (3 credits):	3
ENG 243 Major American Writers I	*
ENG 244 Major American Writers II	*

ENG 248 Online Journalism	3
ENG 330 Advanced Scriptwriting for Media	3
Two elective English courses:	6
ENG 230 Scriptwriting for Media	*
ENG 232 Creative Writing	*
ENG 235 Film and Drama Criticism	*
ENG 236 Effective Business Writing	*
ENG 237/COM 255 Public Relations Writing	*
ENG 492 Writing Seminar	3
Related Requirements - (13 credits)	
Two Modern Language courses: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses (Preferred that the second course is in the same language as the first course)	6
Complete two* of the following COM courses:	6
COM 110 Experiences in Communication	*
COM 114 Group Discussion	*
COM 120 Oral Interpretation of Children's Literature	*
COM 122 Creative Drama	*
COM 210 Public Speaking	*
COM 211 Gender and Communication	*
COM 213 Intercultural Communication	*



LIB 101 Academic Research in the Information Age	1
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.A. degree is met. FST 101 counts towards required Electives.	31

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the General Education requirement: ENG 110, ENG 311 and the Related Required COM course. The Modern Language requirement is met as 3 credits of Related Requirements.

†For students taking ENG 070, a grade of "C" is required.

‡ENG 110 must be completed with a grade of "B" or better for English majors.

†Transfer students: English majors and English Education majors transferring into Molloy with the equivalent course for ENG 110 must take ENG 120 and achieve a "B" or better.

CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - ENGLISH—B.S.

New York State Registered Program Code: 23868

HEGIS Code: 802.00 {Elementary Education, General}

Molloy Program of Study Code: CEBBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Childhood/Early Childhood General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 disciplines) (6 credits):</i> ART History; MUS History	6
<i>English and Modern Languages (3 credits):</i> Modern Language	3
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 205 (required for Education Majors)	9
<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (27 credits):	
Grammar Exam with Passing Score or ENG 070 (Credits not counted towards degree)	0

ENG110 College Composition†	3
ENG 161 Introduction to Poetry and Drama	3
ENG 222 Introduction to Linguistics	3
<i>Complete 3 courses* from ENG 241, 242, 243, 244:</i>	9
ENG 241 Great Writers of English Literature I	*
ENG 242 Great Writers of English Literature II	*
ENG 243 Major American Writers I	*
ENG 244 Major American Writers II	*
ENG 262 Children's Literature	3
ENG 491 English Seminar	3
<i>Advanced Writing Requirement:</i>	3
One Advanced Writing course	
Related Requirements - (6 credits)	
<i>Complete two** of the following COM courses:</i>	6
COM 110 Experiences in Communication	**
COM 114 Group Discussion	**
COM 120 Oral Interpretation of Children's Literature	**
COM 210 Public Speaking	**
Education - Childhood/Early Childhood Major Requirements (40 total credits):	
APPRENTICE SEMESTERS (16 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 336 Curriculum and Methodology in Early Childhood Education	3
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - Must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience - 2 hours a week in a local school	0
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom	3
EDU 346 Science in the Diverse Classroom	3

EDU 351 Social Studies in the Diverse Classroom	3
EDU 355 Critical Examination of Issues in Education	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 481 Childhood 1-6/Early Childhood B-2 Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives.	11
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: ENG 110 and ENG 262.

†**Transfer students:** English majors and English Education majors transferring into Molloy with the equivalent course for ENG 110 must take ENG 120 and achieve a "B" or better.

CHILDHOOD EDUCATION - ENGLISH/SPECIAL EDUCATION—B.S.

New York State Registered Program Code: 23869

HEGIS Code: 802.00 {Elementary Education, General}

Molloy Program of Study Code: CESBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Childhood/Special Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 disciplines) (6 credits):</i> ART History; MUS History	6
<i>English and Modern Languages (3 credits):</i> Modern Language	3
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 205 (required for Education Majors)	9
<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (27credits):	

Grammar Exam with Passing Score or ENG 070 (Credits not counted towards degree)	0
ENG 110 College Composition†	3
ENG 161 Introduction to Poetry and Drama	3
ENG 222 Introduction to Linguistics	3
<i>Complete 3 courses* from ENG 241, 242, 243, 244:</i>	9
ENG 241 Great Writers of English Literature I	*
ENG 242 Great Writers of English Literature II	*
ENG 243 Major American Writers I	*
ENG 244 Major American Writers II	*
ENG 262 Children's Literature	3
ENG 491 English Seminar	3
<i>Advanced Writing Requirement:</i>	3
One advanced writing course	
Related Requirements - (6 credits)	
<i>Complete two** of the following COM courses:</i>	6
COM 110 Experiences in Communication	**
COM 114 Group Discussion	**
COM 120 Oral Interpretation of Children's Literature	**
COM 210 Public Speaking	**
Education - Childhood/Special Education Major Requirements (40 total credits):	
APPRENTICE SEMESTER (16 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 331 Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom	3
EDU 335 Students with Disabilities in a School Setting: Characteristics and Educational Needs for the Classroom	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting - 2 hours a week at a local school	0
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom	3

EDU 346 Science in the Diverse Classroom	3
EDU 351 Social Studies in the Diverse Classroom	3
EDU 357 Field Experience in a School Setting - Childhood/Special Education Program	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 482 Childhood/Special Education Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives.	11
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: ENG 110 and ENG 262.

†**Transfer students:** English majors and English Education majors transferring into Molloy with the equivalent course for ENG 110 must take ENG 120 and achieve a "B" or better.

CHILDHOOD EDUCATION - ENGLISH/SPECIAL EDUCATION—B.S./M.S.

New York State Registered Program Code: 31975
 HEGIS Code B.S.: 802.00 (Elementary Education, General)
 HEGIS Code M.S.: 808.00 (Special Education, General)
 Molloy Program of Study Code: CESBM/CESBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education 5 Year Childhood/Special Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 disciplines) (6 credits):</i> ART History; MUS History	6
<i>English and Modern Languages (3 credits):</i> Modern Language	3
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 205 (required for Education Majors)	9



<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12	EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9	EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
<i>Physical Education (1 credit):</i> PED	1	EDU 341 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
<i>Core Course (4 credits):</i> COR	4	EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
Major Requirements (27 credits):		EDU 570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Spectrum Disorder	3
Grammar Exam with Passing Score or ENG 070 (Credits not counted towards degree)	0	PROFESSIONAL SEMESTER (12 credits)	
ENG 110 College Composition†	3	Spring of Senior Year	
ENG 161 Introduction to Poetry and Drama	3	EDU 351 Social Studies in the Diverse Classroom Birth-Grade 2, Childhood 1-6 Inclusive Classrooms	3
ENG 222 Introduction to Linguistics	3	EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
<i>Complete 3 courses* from ENG 241, 242, 243, 244:</i>	9	EDU 550B Preprofessional Childhood/Special Education Field Experience in Inclusive Classrooms	0
ENG 241 Great Writers of English Literature I	*	EDU 571 Assessment, Diagnosis and Evaluation of Students with Disabilities	3
ENG 242 Great Writers of English Literature II	*	EDU 572 Strategies and Methods for Teaching Childhood Students with Disabilities	3
ENG 243 Major American Writers I	*	5th YEAR PROFESSIONAL SEMESTER (9 credits)	
ENG 244 Major American Writers II	*	Fall of 5th Year	
ENG 262 Children's Literature	3	EDU 551B Student Teaching Childhood (Grades 1-3, Regular and Special Education)	3
ENG 491 English Seminar	3	EDU 552B Student Teaching Childhood/Special (Grades 4-6, Regular and Special Education)	3
<i>Advanced Writing Requirement:</i>	3	EDU 553B Student Teaching Seminar Childhood/Special Education (Grades 1-6)	0
One advanced writing course		EDU 574 Curriculum Content, Practices and Environmental Issues for Teaching Childhood Students with Disabilities	3
Related Requirements - (6 credits)		5th YEAR PROFESSIONAL SEMESTER (6 credits)	
<i>Complete two** of the following COM courses:</i>	6	Spring of 5th Year	
COM 110 Experiences in Communication	**	EDU 547B Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Childhood Education	3
COM 114 Group Discussion	**	EDU Elective (EDU 526, 569)	3
COM 120 Oral Interpretation of Children's Literature	**	‡English Competency Specialty Test Preparation Course	0
COM 210 Public Speaking	**	Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives. No Electives required if FST is waived.	
Education - 5 Year Childhood/Special Education Major Requirements (55 total EDU credits):		<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	
PRE-APPRENTICE SEMESTERS (13 credits)		Total:	132-133
Sophomore or Junior Year			
EDU 301E E-Portfolio	0		
EDU 360 Foundations of Education for Regular and Special Education Teachers	3		
EDU 361 Law and Professionalism in Inclusive Settings	1		
EDU 365 Critical Examination of Issues in Education	3		
Junior Year			
EDU 329 Strategies for All Learners in the Diverse Classroom	3		0-1
EDU 330 Field Experience in a School Setting	0		
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms	3		--
PRE-PROFESSIONAL SEMESTER (15 credits)			
Fall of Senior Year			

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also

satisfy the General Education requirement: ENG 110 and ENG 262.

†Transfer students: English majors and English Education majors transferring into Molloy with the equivalent course for ENG 110 must take ENG 120 and achieve a "B" or better.

CHILDHOOD EDUCATION - ENGLISH/TESOL—B.S./M.S.

New York State Registered Program Code: 38065

HEGIS Code B.S.: 0802.00 {Elementary Education, General}

HEGIS Code M.S.: 1508.00 {Teaching of English as a Second Language}

Molloy Program of Study Code: CETBM/CETBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education 5 Year Childhood/TESOL Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements); Beyond the Language General Education requirement - Three additional Modern Language courses required (No ESL/Total 12 credits) — (15 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 disciplines) (6 credits):</i> ART History; MUS History	6
<i>Modern Languages/TESOL (12 credits):</i> Modern Language (No ESL)	12
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 205 (required for Education Majors)	9
<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (27 credits):	
Grammar Exam with Passing Score or ENG 070 (Credits not counted towards degree)	0
ENG 110 College Composition†	3
ENG 161 Introduction to Poetry and Drama	3
ENG 222 Introduction to Linguistics	3
<i>Complete 3 courses* from ENG 241, 242, 243, 244:</i>	9
ENG 241 Great Writers of English Literature I	*
ENG 242 Great Writers of English Literature II	*
ENG 243 Major American Writers I	*
ENG 244 Major American Writers II	*
ENG 262 Children's Literature	3
ENG 491 English Seminar	3

<i>Advanced Writing Requirement:</i>	3
One advanced writing course	
Related Requirements - (6 credits)	
<i>Complete two** of the following COM courses:</i>	6
COM 110 Experiences in Communication	**
COM 114 Group Discussion	**
COM 120 Oral Interpretation of Children's Literature	**
COM 210 Public Speaking	**
Education - 5 Year Childhood/TESOL Major Requirements (55 total EDU credits):	
PRE-APPRENTICE SEMESTERS (7 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
APPRENTICE SEMESTER (9 credits)	
Spring of Junior Year	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330T Field Experience in TESOL	0
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 542 Structure and Applications of American English	3
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
EDU 351 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice	3

EDU 543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners	3
5th YEAR PROFESSIONAL SEMESTER (9 credits)	

Fall of 5th Year

EDU 540 Introduction to Linguistics for TESOL and Bilingual Professionals	3
EDU 544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas	3
EDU 547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)	3
EDU 550A Preprofessional Childhood Field Experiences in Inclusive Classrooms	0
EDU 550T Preprofessional TESOL PK-12 (Five Year Program)	0

5th YEAR PROFESSIONAL SEMESTER (6 credits)

Spring of 5th Year

EDU 545T TESOL Student Teaching (Grades PK-12) (Five Year Program)	3
EDU 551C Student Teaching Childhood (Grades 1-3 and Grades 4-6) (Five Year Program)	3
EDU 553C Student Teaching Seminar - Childhood (Grades 1-3 and 4-6) (Five Year Program)	0
‡English Competency Specialty Test Preparation Course	0
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives. No Electives required if FST is waived.	0-1

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 141-142

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: ENG 110 and ENG 262.

†**Transfer students:** English majors and English Education majors transferring into Molloy with the equivalent course for ENG 110 must take ENG 120 and achieve a "B" or better.

ADOLESCENCE EDUCATION - ENGLISH—B.A.

New York State Registered Program Code: 23878
 HEGIS Code: 1501.00 {English, General 7-12 Teacher}
 Molloy Program of Study Code: AENBA

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See **NOTE**

Education Adolescence General Education Requirements:

Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See **NOTE**

<i>Arts and Fine Arts (1 discipline) (3 credits):</i> ART History/MUS History	3
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI (PHI 102 strongly recommended); TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4

Major Requirements (36 credits):

Grammar Exam with Passing Score or ENG 070 (Credits not counted towards degree)	0
ENG 110 College Composition†	3
<i>Complete one ENG course* from the following choices (ENG 161 and ENG 311 recommended):</i>	3
ENG 161 Introduction to Poetry and Drama	*
ENG 162 Short Story	*
ENG 311 Shakespeare	*
ENG 222 Introduction to Linguistics	3
ENG 231 Advanced Composition (<i>Advanced Writing Requirement</i>)	3
ENG 241 Great Writers of English Literature I	3
ENG 242 Great Writers of English Literature II	3
ENG 243 Major American Writers I	3
ENG 244 Major American Writers II	3
ENG 251 Continental Literature I: The Ancient World	3
<i>Complete either** ENG 363 or ENG 364:</i>	3
ENG 363 African-American Literature From 18th Century to 1940	**
ENG 364 African-American Literature From 1940 to the Present	**
ENG 366 Literature for Adolescents	3
ENG 491 English Seminar	3
Related Requirements - (9 credits)	
<i>Complete two*** of the following COM courses:</i>	6
COM 110 Experiences in Communication	***
COM 114 Group Discussion	***
COM 120 Oral Interpretation of Children's Literature	***

COM 210 Public Speaking	***
<i>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</i>	3
Education - Adolescence Major Requirements (31 total credits):	
APPRENTICE SEMESTERS (13 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting - 2 hours a week in a local school	0
PRE-PROFESSIONAL SEMESTER (9 credits)	
Fall of Senior Year	
EDU 319 Methods and Techniques of Teaching English for Adolescent Students	3
EDU 334 Literacy in the Content Areas for Adolescent Students	3
EDU 366 Principles and Techniques of Teaching Adolescent Students	3
EDU 368 Field Experience in a School Setting -Adolescence Programs	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 485 Adolescence Student Teaching	8
EDU 488 Student Teaching Seminar	1
‡English Competency Specialty Test Preparation Course	0
Electives: 8 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts towards required Electives.	14
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the requirement: ENG 110, ENG 241 and a Related Required COM course. The Modern Language requirement is met as 3 credits of Related Requirements.

†**Transfer students:** English majors and English Education majors transferring into Molloy with the equivalent course for ENG 110 must take ENG 120 and achieve a "B" or better.

‡Students must take the English Competency Specialty Test Preparation Course through Molloy Continuing Education - ED-7300.

PROGRESSION FOR ENGLISH ADOLESCENCE MAJORS:

- Students should complete all or nearly all English courses (except ENG 491) before beginning Phase 1 of the Education program. Students planning to student teach in England in Phase 3 should complete ENG 491 before beginning Phase 3.
- Students must take the English content Specialty Test Preparation Course (Continuing Education course ED-7300) before taking the English Specialty Test.
- Students should take the English Content Specialty Test **immediately** after completing their English courses (except ENG 491).

ADOLESCENCE EDUCATION - ENGLISH/SPECIAL EDUCATION—B.A.

New York State Registered Program Code: 23871

HEGIS Code: 1501.00 (English, General 7-12 Teacher)

Molloy Program of Study Code: AESBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE	--
Education Adolescence/Special Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	--
<i>Arts and Fine Arts (1 discipline) (3 credits):</i> ART History/MUS History	3
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI (PHI 102 strongly recommended); TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (36 credits):	
Grammar Exam with Passing Score or ENG 070 (Credits not counted towards degree)	0
ENG 110 College Composition†	3
<i>Complete one ENG course* from the following choices (ENG 161 and ENG 311 recommended):</i>	3
ENG 161 Introduction to Poetry and Drama	*
ENG 162 Short Story	*
ENG 311 Shakespeare	*
ENG 222 Introduction to Linguistics	3
ENG 231 Advanced Composition (<i>Advanced Writing Requirement</i>)	3

Education 5 Year Adolescence/Special Education General Education Requirements:	
Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	--
Arts and Fine Arts (1 discipline) (3 credits): ART History/MUS History	3
Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 206 (required for Education majors)	9
Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses	12
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI (PHI 102 strongly recommended); TRS; and ETH	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (36 credits):	
Grammar Exam with Passing Score or ENG 070 (Credits not counted towards degree)	0
ENG 110 College Composition†	3
Complete one ENG course* from the following choices (ENG 161 and ENG 311 recommended):	3
ENG 161 Introduction to Poetry and Drama	*
ENG 162 Short Story	*
ENG 311 Shakespeare	*
ENG 222 Introduction to Linguistics	3
ENG 231 Advanced Composition (Advanced Writing Requirement)	3
ENG 241 Great Writers of English Literature I	3
ENG 242 Great Writers of English Literature II	3
ENG 243 Major American Writers I	3
ENG 244 Major American Writers II	3
ENG 251 Continental Literature I: The Ancient World	3
Complete either** ENG 363 or ENG 364:	3
ENG 363 African-American Literature from 18th Century to 1940	**
ENG 364 African-American Literature from 1940 to the Present	**
ENG 366 Literature for Adolescents	3
ENG 491 English Seminar	3
Related Requirements (9 credits)	
Complete two*** of the following COM courses:	6
COM 110 Experience in Communication	***
COM 114 Group Discussion	***
COM 120 Oral Interpretation of Children's Literature	***

COM 210 Public Speaking	***
<i>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</i>	
3	
Education - 5 Year Adolescence/Special Education Major Requirements (52 total EDU credits):	
APPRENTICE SEMESTERS (13 credits)	
Spring of Sophomore Year or Fall of Junior Year	
EDU 301E E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting	0
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms	3
PRE-PROFESSIONAL SEMESTER (12 credits)	
Fall of Senior Year	
EDU 319 Methods and Techniques of Teaching English for Adolescent Students	3
EDU 506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners	6
EDU 570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder	3
PROFESSIONAL SEMESTER (12 credits)	
Spring of Senior Year	
EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 554B Pre-Professional Adolescent/Special Education Field Experiences in Inclusive Classrooms	0
EDU 571 Assessment, Diagnosis and Evaluation of Students with Disabilities	3
EDU 573 Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities	3
EDU 575 Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities	3
5th YEAR PROFESSIONAL SEMESTER (9 credits)	
Fall of 5th Year	



EDU 555B Student Teaching Adolescence/ Special Education (Grades 7-9)	3
EDU 556B Student Teaching Adolescence/ Special Education (Grades 10-12)	3
EDU 557B Student Teaching Adolescence/ Special Education (Grades 7-12)	0
EDU Content Elective (EDU 580-599)	3
5th YEAR PROFESSIONAL SEMESTER (6 credits)	
Spring of 5th Year	
EDU 547C Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Adolescent Education	3
EDU Content Elective (EDU 580-599)	3
‡English Competency Specialty Test Preparation Course	0
Electives: 8 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts towards required Electives..	8
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	143

NOTE: The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the General Education requirement: ENG 110, ENG 241 and a Related Required COM course. The Modern Language requirement is met as 3 credits of Related Requirements.

†**Transfer students:** English majors and English Education majors transferring into Molloy with the equivalent course for ENG 110 must take ENG 120 and achieve a "B" or better.

‡Students must take the English Competency Specialty Test Preparation Course through Molloy Continuing Education - ED-7300.

PROGRESSION FOR ENGLISH ADOLESCENCE MAJORS:

- Students should complete all or nearly all English courses (except ENG 491) before beginning Phase 1 of the Education program. Students planning to student teach in England in Phase 3 should complete ENG 491 before beginning Phase 3.
- Students must take the English content Specialty Test Preparation Course (Continuing Education course ED-7300) before taking the English Specialty Test.
- Students should take the English Content Specialty Test **immediately** after completing their English courses (except ENG 491).

ADOLESCENCE EDUCATION - ENGLISH/ESOL— B.A./M.S.

New York State Registered Program Code: 38222
 HEGIS Code B.A.: 1501.00 {English, General 7-12 Teacher}
 HEGIS Code M.S.: 1508.00 {Teaching of English as a Second
 Language}
 Molloy Program of Study Code: AETBM/AETBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE	--
Education 5 Year Adolescence/ESOL Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements); Beyond the Language General Education requirement - Three additional Modern Language courses required (No ESL/Total 12 credits) — (15 credits needed) See NOTE	--
<i>Arts and Fine Arts (1 discipline) (3 credits):</i> ART History/MUS History	3
<i>Modern Languages (1 discipline)</i> 3 Modern Language courses (No ESL) This is in addition to 3 credits in the Related Requirements	9
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI (PHI 102 strongly recommended); TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (36 credits):	
Grammar Exam with Passing Score or ENG 070 (Credits not counted towards degree)	0
ENG 110 College Composition†	3
Complete one ENG course* from the following choices (ENG 161 and ENG 311 recommended):	3
ENG 161 Introduction to Poetry and Drama	*
ENG 162 Short Story	*
ENG 311 Shakespeare	*
ENG 222 Introduction to Linguistics	3
ENG 231 Advanced Composition (<i>Advanced Writing Requirement</i>)	3
ENG 241 Great Writers of English Literature I	3
ENG 242 Great Writers of English Literature II	3
ENG 243 Major American Writers I	3

ENG 244 Major American Writers II	3
ENG 251 Continental Literature I: The Ancient World	3
Complete either** ENG 363 or ENG 364:	3
ENG 363 African-American Literature from 18th Century to 1940	**
ENG 364 African-American Literature from 1940 to the Present	**
ENG 366 Literature for Adolescents	3
ENG 491 English Seminar	3
Related Requirements (9 credits)	
Complete two*** of the following COM courses:	6
COM 110 Experience in Communication	***
COM 114 Group Discussion	***
COM 120 Oral Interpretation of Children's Literature	***
COM 210 Public Speaking	***
<i>Modern Language: ARA, CHI, FRE, ITA, SPA (No ASL/ESL); Refer to the General Education Section of the Catalog for appropriate courses</i>	3
Education - 5 Year Adolescence/ESOL Major Requirements (49 total EDU credits):	
PRE-APPRENTICE SEMESTERS (7 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
APPRENTICE SEMESTER (6 credits)	
Spring of Junior Year	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330T Field Experience in TESOL	0
EDU 542 Structure and Application of American English	3
PRE-PROFESSIONAL SEMESTER (12 credits)	
Fall of Senior Year	
EDU 319 Methods and Techniques of Teaching English for Adolescent Students	3
EDU 506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners	6
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms, Birth-Grade-Grade 2, Childhood 1-6 and Adolescence 7-12	3
PROFESSIONAL SEMESTER (9 credits)	

Spring of Senior Year

EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

EDU 541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice 3

EDU 543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners 3

5th YEAR PROFESSIONAL SEMESTER (9 credits)

Fall of 5th Year

EDU 540 Introduction to Linguistics for TESOL and Bilingual Professionals 3

EDU 544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas 3

EDU 547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL) 3

EDU 550T Preprofessional TESOL PK-12 (Five Year Program) 0

EDU 554A Preprofessional Adolescent Field Experiences in Inclusive Classrooms 0

5th YEAR PROFESSIONAL SEMESTER (6 credits)

Spring of 5th Year

EDU 545T TESOL Student Teaching (Grades PK-12) (Five Year Program) 3

EDU 553C Student Teaching Childhood (Grades 1-3 and 4-6) (Five Year Program) 0

EDU 555C Student Teaching Seminar - Adolescent (Grades 7-12) (Five Year Program) 3

‡English Competency Specialty Test Preparation Course 0

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.A. degree is met. **FST 101** counts towards required Electives. No Electives are required if FST is waived. 0-1

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 141-142

NOTE: The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the General Education requirement: ENG 110, ENG 241 and a Related Required COM course. The Modern Language requirement is met as 3 credits of Related Requirements.

†**Transfer students:** English majors and English Education majors transferring into Molloy with the equivalent course for ENG 110 must take ENG 120 and achieve a "B" or better.

‡Students must take the English Competency Specialty Test Preparation Course through Molloy Continuing Education - ED-7300.

PROGRESSION FOR ENGLISH ADOLESCENCE MAJORS:

- Students should complete all or nearly all English courses (except ENG 491) before beginning Phase 1 of the Education program. Students planning to student teach in England in Phase 3 should complete ENG 491 before beginning Phase 3.
- Students must take the English content Specialty Test Preparation Course (Continuing Education course ED-7300) before taking the English Specialty Test.
- Students should take the English Content Specialty Test **immediately** after completing their English courses (except ENG 491).

History and Political Science

S104 Siena Hall
516.323.3825

Kristen Blake, Chairperson

Professors Emeriti: Loretta Lagana, S. Francis Daniel Kammer, O.P.

Professors: Kristen Blake, Lelia M. Roeckell

Associate Professor: Paul Van Wie

Assistant Professor: Eric Cimino

Adjunct Assistant Professors: Michael Andrews, Sheryl Gordon

Adjunct Instructors: Neal Lewis, Andrew Manitt, Gregory May, Scott Salvato, Kevin Sullivan

INTERDISCIPLINARY STUDIES

Students taking an Interdisciplinary Studies concentration in History or Political Science must select courses in consultation with the History and Political Science department chairperson.

MINORS

The History and Political Science Department offers minors in History and Political Science. Minor requirements are described in the section of the catalog on Minors.

Programs for History Majors

GOALS

- To develop an historic consciousness through the study of human experience
- To encourage an appreciation of both the common human condition and the unique characteristics of societal developments throughout the ages
- To explore the intellectual, artistic and literary contributions of past and contemporary societies and promote an understanding of other peoples and cultures
- To develop the power of analysis and interpretation of historical problems and perspectives

OBJECTIVES

- Will possess a basic understanding of the past, its relationship to the present and its implications for the future
- Will gain an awareness of both the commonality as well as the diversity of human experience
- Will have a heightened respect and appreciation of other peoples and cultures
- Will develop their powers of critical thinking and analysis
- Will improve their written, oral and research skills

GENERAL EDUCATION REQUIREMENTS

All History courses will fulfill the general education requirement with the exception of HIS 470, 490. (For cross-listed HIS/POL courses, a substitution request may be submitted to meet the History general education.)

EDUCATION PROGRAM REQUIREMENTS

All Social Studies Adolescence Program majors are required to take the Content Specialty Review Course in Social Studies offered by Molloy's Department of Continuing Education upon completion of all or most Social Studies content area coursework.

HISTORY—B.A.

New York State Registered Program Code: 07472

HEGIS Code: 2205.00 {History}

Molloy Program of Study Code: HISBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (2 out of 3 disciplines) (9 credits):</i> POL (POL 101 (highly recommended); PSY; SOC	6
<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; and Science course	6
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (42 credits):	
HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 111 American Civilization I	3
HIS 112 American Civilization II	3
<i>Complete either* HIS 216 or HIS 221:</i>	3

HIS 216 History of United States Foreign Policy	*
HIS 221 United States Since World War II	*
HIS/POL 319 Research Methods for Historians and Political Scientists	3
<i>Complete:</i>	
HIS 460 History Internship I	3
HIS 490 History Seminar	3
<i>Complete 9 credits chosen from HIS 200-level courses</i>	9
<i>Complete 6 credits chosen from HIS 300-level courses</i>	6
<i>Complete 3 credits additional upper-level HIS courses</i>	3
Related Requirements (12 credits):	
<i>Complete 6 credits 200-level courses chosen from ECO, POL or SOC</i>	6
<i>Complete 6 credits 300-level courses chosen from ECO, POL or SOC</i>	6
Electives: The Liberal Arts and Sciences (LAS) for a B.A. degree is met. FST 101 counts towards required Electives.	33
Recommended Electives: POL is highly recommended for the General Education requirement or as Electives.	
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the General Education requirement: HIS 101.

CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - HISTORY—B.S.

New York State Registered Program Code: 23868

HEGIS Code: 802.00 {Elementary Education, General}

Molloy Program of Study Code: CHBBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Childhood/Early Childhood General Education Requirements:	
Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 disciplines) (6 credits):</i> ART History; MUS History	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG 262 (required for Education majors); Modern Language	9

Social and Behavioral Sciences (3 credits): PSY 205 (required for Education majors)	3
Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses	12
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (30 credits):	
GEO 200 Introduction to Geography	3
HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 111 American Civilization I	3
HIS 112 American Civilization II	3
Complete either* HIS 223 or HIS 224:	3
HIS 223 History of Latin America	*
HIS 224 History of the Caribbean	*
Complete:	
HIS 253 History of New York State	3
POL 101 American National Government	3
Complete any two courses** from the following:	6
HIS/POL 213 Current World Issues	**
HIS 230 Study of Africa	**
HIS 232 Modern China	**
HIS 233 History of Japan	**
HIS/POL 235 History and Politics of South Asia: India, Pakistan and Afghanistan	**
HIS/POL 236 History and Politics of Southeast Asia	**
HIS 340 History and Politics of the Middle East	**
Education - Childhood/Early Childhood Major Requirements (40 total credits):	
APPRENTICE SEMESTERS (16 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 336 Curriculum and Methodology in Early Childhood Education	3
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - Must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3

EDU 330 Field Experience - 2 hours a week in a local school	0
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom	3
EDU 346 Science in the Diverse Classroom	3
EDU 351 Social Studies in the Diverse Classroom	3
EDU 355 Field Experience in a School Setting - Childhood Program	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 481 Childhood 1-6/Early Childhood B-2 Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives.	14
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	
Total:	128
NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 101 and POL 101.	
CHILDHOOD EDUCATION - HISTORY/SPECIAL EDUCATION—B.S.	
New York State Registered Program Code: 23869	
HEGIS Code: 802.00 {Elementary Education, General}	
Molloy Program of Study Code: CHSBS	
	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Adolescence/Special Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	--
Arts and Fine Arts (2 disciplines) (6 credits):ART History; MUS History	6
English and Modern Languages (1 of each discipline) (9 credits): ENG 110; ENG 262 (required for Education majors); Modern Language	9
Social and Behavioral Sciences (3 credits): PSY 205 (required for Education majors)	3
Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses	12

<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (30 credits):	
GEO 200 Introduction to Geography	3
HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 111 American Civilization I	3
HIS 112 American Civilization II	3
<i>Complete either* HIS 223 or HIS 224:</i>	3
HIS 223 History of Latin America	*
HIS 224 History of the Caribbean	*
<i>Complete:</i>	
HIS 253 History of New York State	3
POL 101 American National Government	3
<i>Complete any two courses** from the following:</i>	6
HIS/POL 213 Current World Issues	**
HIS 230 Study of Africa	**
HIS 232 Modern China	**
HIS 233 History of Japan	**
HIS/POL 235 History and Politics of South Asia: India, Pakistan and Afghanistan	**
HIS/POL 236 History and Politics of Southeast Asia	**
HIS 340 History and Politics of the Middle East	**

Education - Childhood/Special Education Major Requirements (40 total credits):

APPRENTICE SEMESTERS (16 credits)

Sophomore or Junior Year

EDU 301E E-Portfolio	0
EDU 331 Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom	3
EDU 335 Students with Disabilities in a School Setting: Characteristics and Educational Needs for the Classroom	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3

EDU 330 Field Experience in a School Setting - 2 hours a week at a local school	0
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom	3
EDU 346 Science in the Diverse Classroom	3
EDU 351 Social Studies in the Diverse Classroom	3
EDU 357 Field Experience in a School Setting - Childhood/Special Education Program	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 482 Childhood/Special Education Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives.	14
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 101 and POL 101.

CHILDHOOD EDUCATION - HISTORY/SPECIAL EDUCATION—B.S./M.S.

New York State Registered Program Code: 31975
 HEGIS Code B.S.: 802.00 {Elementary Education, General}
 HEGIS Code M.S.: 808.00 {Special Education, General}
 Molloy Program of Study Code: CHSBM/CHSBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education 5 Year Childhood/Special Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 disciplines) (6 credits):</i> ART History; MUS History	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG 262 (required for Education majors); Modern Language	9
<i>Social and Behavioral Sciences (3 credits):</i> PSY 205 (required for Education majors)	3

<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12	EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9	EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
<i>Physical Education (1 credit):</i> PED	1	EDU 341 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
<i>Core Course (4 credits):</i> COR	4	EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
Major Requirements (30 credits):		EDU 570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Spectrum Disorder	3
GEO 200 Introduction to Geography	3	PROFESSIONAL SEMESTER (12 credits)	
HIS 101 Western Civilization I	3	Spring of Senior Year	
HIS 102 Western Civilization II	3	EDU 351 Social Studies in the Diverse Classroom Birth-Grade 2, Childhood 1-6 Inclusive Classrooms	3
HIS 111 American Civilization I	3	EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
HIS 112 American Civilization II	3	EDU 550B Preprofessional Childhood/Special Education Field Experience in Inclusive Classrooms	0
<i>Complete either* HIS 223 or HIS 224:</i>	3	EDU 571 Assessment, Diagnosis and Evaluation of Students with Disabilities	3
HIS 223 History of Latin America	*	EDU 572 Strategies and Methods for Teaching Childhood Students with Disabilities	3
HIS 224 History of the Caribbean	*	5th YEAR PROFESSIONAL SEMESTER (9 credits)	
<i>Complete:</i>		Fall of 5th Year	
HIS 253 History of New York State	3	EDU 551B Student Teaching Childhood (Grades 1-3, Regular and Special Education)	3
POL 101 American National Government	3	EDU 552B Student Teaching Childhood/Special (Grades 4-6, Regular and Special Education)	3
<i>Complete any two courses** from the following:</i>	6	EDU 553B Student Teaching Seminar Childhood/Special Education (Grades 1-6)	0
HIS/POL 213 Current World Issues	**	EDU 574 Curriculum Content, Practices and Environmental Issues for Teaching Childhood Students with Disabilities	3
HIS 230 Study of Africa	**	5th YEAR PROFESSIONAL SEMESTER (6 credits)	
HIS 232 Modern China	**	Spring of 5th Year	
HIS 233 History of Japan	**	EDU 547B Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Childhood Education	3
HIS/POL 235 History and Politics of South Asia: India, Pakistan and Afghanistan	**	EDU Elective (EDU 526, 569)	3
HIS/POL 236 History and Politics of Southeast Asia	**	Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives. No Elective required if FST is waived.	
HIS 340 History and Politics of the Middle East	**	0-1	
Education - 5 Year Childhood/Special Education Major Requirements (55 total EDU credits):		<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	
PRE-APPRENTICE SEMESTERS (13 credits)		Total: 129-130	
Sophomore or Junior Year			
EDU 301E E-Portfolio	0		
EDU 360 Foundations of Education for Regular and Special Education Teachers	3		
EDU 361 Law and Professionalism in Inclusive Settings	1		
EDU 365 Critical Examination of Issues in Education	3		
Junior Year			
EDU 329 Strategies for All Learners in the Diverse Classroom	3		
EDU 330 Field Experience in a School Setting	0		
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms	3		
PRE-PROFESSIONAL SEMESTER (15 credits)			
Fall of Senior Year			

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 101 and POL 101.

CHILDHOOD EDUCATION - HISTORY/TESOL—B.S./M.S.

New York State Registered Program Code: 38063
 HEGIS Code B.S.: 0802.00 {Elementary Education, General}
 HEGIS Code M.S.: 1508.00 {Teaching of English as a Second Language}
 Molloy Program of Study Code: CHTBM/CHTBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education 5 Year Childhood/TESOL Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements); Beyond the Language General Education requirement - Three additional Modern Language courses required (No ESL/Total 12 credits) — (15 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 disciplines) (6 credits):</i> ART History; MUS History	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG 262 (required for Education majors); 4 Modern Language courses (No ESL)	18
<i>Social and Behavioral Sciences (3 credits):</i> PSY 205 (required for Education majors)	3
<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (30 credits):	
GEO 200 Introduction to Geography	3
HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 111 American Civilization I	3
HIS 112 American Civilization II	3
<i>Complete either* HIS 223 or HIS 224:</i>	3
HIS 223 History of Latin America	*
HIS 224 History of the Caribbean	*
<i>Complete:</i>	
HIS 253 History of New York State	3
POL 101 American National Government	3
<i>Complete any two courses** from the following:</i>	6
HIS/POL 213 Current World Issues	**
HIS 230 Study of Africa	**
HIS 232 Modern China	**

HIS 233 History of Japan	**
HIS/POL 235 History and Politics of South Asia: India, Pakistan and Afghanistan	**
HIS/POL 236 History and Politics of Southeast Asia	**
HIS 340 History and Politics of the Middle East	**
Education - 5 Year Childhood/TESOL Major Requirements (55 total EDU credits):	
PRE-APPRENTICE SEMESTERS (7 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
APPRENTICE SEMESTER (9 credits)	
Spring of Junior Year	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330T Field Experience in TESOL	0
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 542 Structure and Applications of American English	3
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
EDU 351 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice	3
EDU 543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners	3
5th YEAR PROFESSIONAL SEMESTER (9 credits)	
Fall of 5th Year	

EDU 540 Introduction to Linguistics for TESOL and Bilingual Professionals	3
EDU 544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas	3
EDU 547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)	3
EDU 550A Preprofessional Childhood Field Experiences in Inclusive Classrooms	0
EDU 550T Preprofessional TESOL PK-12 (Five Year Program)	0
5th YEAR PROFESSIONAL SEMESTER (6 credits)	
Spring of 5th Year	
EDU 545T TESOL Student Teaching (Grades PK-12) (Five Year Program)	3
EDU 551C Student Teaching Childhood (Grades 1-3 and Grades 4-6) (Five Year Program)	3
EDU 553C Student Teaching Seminar - Childhood (Grades 1-3 and 4-6) (Five Year Program)	0
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives. No Electives required if FST is waived.	0-1
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	138-139

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 101 and POL 101.

ADOLESCENCE EDUCATION - SOCIAL STUDIES— B.A.

New York State Registered Program Code: 23881
HEGIS Code: 2201.00 {Social Sciences, General 7-12 Teacher}
Molloy Program of Study Code: AZOBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Adolescence General Education Requirements: Second Math course — (3 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech</i>	6
<i>English and Modern Languages (1 of each discipline) (9 credits): ENG 110; ENG literature (ENG 161 or ENG 366 recommended); Modern Language</i>	9

<i>Social and Behavioral Sciences (3 credits): PSY 206 (required for Education majors)</i>	3
<i>Math and Science (From both disciplines) (9 credits): Two MAT; and one Science course</i>	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH</i>	9
<i>Physical Education (1 credit): PED</i>	1
<i>Core Course (4 credits): COR</i>	4
Major Requirements (42 credits):	
ECO 200 Introductory Economics	3
GEO 200 Introduction to Geography	3
HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 111 American Civilization I	3
HIS 112 American Civilization II	3
<i>Complete either* HIS 216 or HIS 221:</i>	3
HIS 216 History of United States Foreign Policy	*
HIS 221 United States Since World War II	*
<i>Complete:</i>	
HIS 253 History of New York State	3
HIS 319 Research Methods for Historians and Political Scientists	3
POL 101 American National Government	3
<i>Complete either POL 107** or POL 206** (3 credits):</i>	
POL 107 Comparative Government and Politics II	**
POL 206 Politics of Developing Nations	**
<i>Complete any 3 courses*** from the following HIS courses (9 credits):</i>	9
HIS/POL 213 Current World Issues	***
HIS 223 History of Latin America/HIS 224 History of the Caribbean <i>(May take either HIS 223 or HIS 224 - not both)</i>	***
HIS 230 Study of Africa	***
HIS 232 Modern China	***
HIS 233 History of Japan	***
HIS/POL 235 History and Politics of South Asia: India, Pakistan and Afghanistan	***
HIS/POL 236 History and Politics of Southeast Asia	***
HIS 340 History and Politics of the Middle East	***
Education - Adolescence Major Requirements (31 total credits):	
APPRENTICE SEMESTERS (13 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3

EDU 361 Law and Professionalism in Inclusive Settings	1	EDU 368 Field Experience in a School Setting -Adolescence Programs	0
EDU 365 Critical Examination of Issues in Education	3	PROFESSIONAL SEMESTER (9 credits)	
Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester			
EDU 329 Strategies for All Learners in the Diverse Classroom	3	EDU 485 Adolescence Student Teaching	8
EDU 330 Field Experience in a School Setting - 2 hours a week in a local school	0	EDU 488 Student Teaching Seminar	1
PRE-PROFESSIONAL SEMESTER (9 credits)			
Fall of Senior Year			
EDU 316 Methods and Techniques of Teaching Social Science for Adolescent Students	3	Electives: 8 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts towards required Electives.	14
EDU 334 Literacy in the Content Areas for Adolescent Students	3	<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
EDU 366 Principles and Techniques of Teaching Adolescent Students	3	Total:	128
<p>NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 101, POL 101. (HIS 253 replaces second lab science course for Adolescence Education requirements.)</p>			



ADOLESCENCE EDUCATION - SOCIAL STUDIES/ SPECIAL EDUCATION—B.A.

New York State Registered Program Code: 23874
HEGIS Code: 2201.00 {Social Sciences, General 7-12 Teacher}
Molloy Program of Study Code: AZSBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Adolescence/Special Education General Education Requirements: Second Math course (3 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG literature (ENG 161 or ENG 366 recommended); Modern Language	9
<i>Social and Behavioral Sciences (3 credits):</i> PSY 206 (required for Education majors)	3
<i>Math and Science (3 from both disciplines) (9 credits):</i> Two MAT; and one Science course	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (42 credits):	
ECO 200 Introductory Economics	3
GEO 200 Introduction to Geography	3
HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 111 American Civilization I	3
HIS 112 American Civilization II	3
<i>Complete either* HIS 216 or HIS 221:</i>	3
HIS 216 History of United States Foreign Policy	*
HIS 221 United States Since World War II	*
<i>Complete:</i>	
HIS 253 History of New York State	3
HIS 319 Research Methods for Historians and Political Scientists	3
POL 101 American National Government	3
<i>Complete either POL 107** or POL 206** (3 credits):</i>	3
POL 107 Comparative Government and Politics II	**_
POL 206 Politics of Developing Nations	**_
<i>Complete any 3 courses*** from the following HIS courses (9 credits):</i>	9
HIS/POL 213 Current World Issues	***

HIS 223 History of Latin America/HIS 224 History of the Caribbean (<i>May take either HIS 223 or HIS 224 - not both</i>)	***
HIS 230 Study of Africa	***
HIS 232 Modern China	***
HIS 233 History of Japan	***
HIS/POL 235 History and Politics of South Asia: India, Pakistan and Afghanistan	***
HIS/POL 236 History and Politics of Southeast Asia	***
HIS 340 History and Politics of the Middle East	***
Education - Adolescence/Special Education Major Requirements (34 total credits):	
APPRENTICE SEMESTERS (16 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 331 Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom	3
EDU 335 Students with Disabilities in the School Setting	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting - 2 hours a week in a local school	0
PRE-PROFESSIONAL SEMESTER (9 credits)	
Fall of Senior Year	
EDU 316 Methods and Techniques of Teaching Social Science for Adolescent Students	3
EDU 334 Literacy in the Content Areas for Adolescent Students	3
EDU 366 Principles and Techniques of Teaching Adolescent Students	3
EDU 370 Field Experience in a School Setting- Adolescence/Special Education Program	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 487 Adolescence/Special Education Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: 8 Elective credit must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts towards required Electives.	11

<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 101, POL 101. (HIS 253 replaces second lab science course for Adolescence Education requirements.)

ADOLESCENCE EDUCATION - SOCIAL STUDIES/ SPECIAL EDUCATION—B.A./M.S.

New York State Registered Program Code: 31983
HEGIS Code B.A.: 2201.00 {Social Sciences, General 7-12 Teacher}
HEGIS Code M.S.: 808.00 {Special Education, General}
Molloy Program of Study Code: AZSBM/AZSBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education 5 Year Adolescence/Special Education General Education Requirements: Second Math course (3 credits needed) See NOTE	3
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG literature (ENG 161 or ENG 366 recommended); Modern Language	9
<i>Social and Behavioral Sciences (3 credits):</i> PSY 206 (required for Education majors)	3
<i>Math and Science (3 from both disciplines) (9 credits):</i> Two MAT; and one Science course	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (42 credits):	
ECO 200 Introductory Economics	3
GEO 200 Introduction to Geography	3
HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 111 American Civilization I	3
HIS 112 American Civilization II	3
<i>Complete either* HIS 216 or HIS 221:</i>	3
HIS 216 History of United States Foreign Policy	*
HIS 221 United States Since World War II	*

HIS 319 Research Methods for Historians and Political Scientists	3
HIS 253 History of New York State	3
POL 101 American National Government	3
<i>Complete either POL 107** or POL 206** (3 credits):</i>	3
POL 107 Comparative Government and Politics II	**
POL 206 Politics of Developing Nations	**
<i>Complete any 3 courses*** from the following HIS courses (9 credits):</i>	9
HIS/POL 213 Current World Issues	***
HIS 223 History of Latin America/HIS 224 History of the Caribbean <i>(May take either HIS 223 or HIS 224 - not both)</i>	***
HIS 230 Study of Africa	***
HIS 232 Modern China	***
HIS 233 History of Japan	***
HIS/POL 235 History and Politics of South Asia: India, Pakistan and Afghanistan	***
HIS/POL 236 History and Politics of Southeast Asia	***
HIS 340 History and Politics of the Middle East	***

Education - 5 Year Adolescence/Special Education Major Requirements (52 total EDU credits):

APPRENTICE SEMESTERS (13 credits)	
Spring of Sophomore Year or Fall of Junior Year	
EDU 301E E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting	0
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms	3
PRE-PROFESSIONAL SEMESTER (12 credits)	
Fall of Senior Year	
EDU 316 Methods and Techniques of Teaching Social Studies for Adolescent Students	3
EDU 506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners	6

EDU 570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder	3
PROFESSIONAL SEMESTER (12 credits)	
Spring of Senior Year	
EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 554B Pre-Professional Adolescent/Special Education Field Experiences in Inclusive Classrooms	0
EDU 571 Assessment, Diagnosis and Evaluation of Students with Disabilities	3
EDU 573 Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities	3
EDU 575 Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities	3
5th YEAR PROFESSIONAL SEMESTER (9 credits)	
Fall of 5th Year	
EDU 555B Student Teaching Adolescence/Special Education (Grades 7-9)	3
EDU 556B Student Teaching Adolescence/Special Education (Grades 10-12)	3
EDU 557B Student Teaching Adolescence/Special Education (Grades 7-12)	0
EDU Content Elective (EDU 580-599)	3
5th YEAR PROFESSIONAL SEMESTER (6 credits)	
Spring of 5th Year	
EDU 547C Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Adolescent Education	3
EDU Content Elective (EDU 580-599)	3
Electives: 8 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts towards required Electives.	8
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	142

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 101, POL 101. (HIS 253 replaces second lab science course for Adolescence Education requirements.)

ADOLESCENCE EDUCATION - SOCIAL STUDIES/ TESOL—B.A./M.S.

New York State Registered Program Code: 38223
 HEGIS Code B.A.: 2201.00 {Social Sciences, General 7-12 Teacher}
 HEGIS Code M.S.: 1508.00 {Teaching of English as a Second Language}
 Molloy Program of Study Code: AZTBM/AZTBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education 5 Year Adolescence/ TESOL Education General Education Requirements:	
Second Math course; Three additional Beyond the Language General Education requirement - Three additional Modern Language courses required (No ESL/Total 12 credits) — (12 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG literature (ENG 161 or ENG 366 recommended); 4 Modern Language courses (No ESL)	18
<i>Social and Behavioral Sciences (3 credits):</i> PSY 206 (required for Education majors)	3
<i>Math and Science (3 from both disciplines) (9 credits):</i> Two MAT; and one Science course	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (42 credits):	
ECO 200 Introductory Economics	3
GEO 200 Introduction to Geography	3
HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 111 American Civilization I	3
HIS 112 American Civilization II	3
<i>Complete either* HIS 216 or HIS 221:</i>	3
HIS 216 History of United States Foreign Policy	*
HIS 221 United States Since World War II	*
HIS 319 Research Methods for Historians and Political Scientists	3
HIS 253 History of New York State	3
POL 101 American National Government	3
<i>Complete either POL 107** or POL 206** (3 credits):</i>	3
POL 107 Comparative Government and Politics II	**
POL 206 Politics of Developing Nations	**
<i>Complete any 3 courses*** from the following HIS courses (9 credits):</i>	9
HIS/POL 213 Current World Issues	***

HIS 223 History of Latin America/HIS 224 History of the Caribbean (<i>May take either HIS 223 or HIS 224 - not both</i>)	***
HIS 230 Study of Africa	***
HIS 232 Modern China	***
HIS 233 History of Japan	***
HIS/POL 235 History and Politics of South Asia: India, Pakistan and Afghanistan	***
HIS/POL 236 History and Politics of Southeast Asia	***
HIS 340 History and Politics of the Middle East	***

Education - 5 Year Adolescence/TESOL Major Requirements (49 total EDU credits):

PRE-APPRENTICE SEMESTERS (7 credits)

Sophomore or Junior Year

EDU 301E E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3

APPRENTICE SEMESTER (6 credits)

Spring of Junior Year

EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330T Field Experience in TESOL	0
EDU 542 Structure and Application of American English	3

PRE-PROFESSIONAL SEMESTER (12 credits)

Fall of Senior Year

EDU 316 Methods and Techniques of Teaching Social Studies for Adolescent Students	3
EDU 506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners	6
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms, Birth-Grade-Grade 2, Childhood 1-6 and Adolescence 7-12	3

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year

EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice	3
EDU 543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners	3

5th YEAR PROFESSIONAL SEMESTER (9 credits)

Fall of 5th Year

EDU 540 Introduction to Linguistics for TESOL and Bilingual Professionals	3
EDU 544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas	3
EDU 547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)	3
EDU 550T Preprofessional TESOL PK-12 (Five Year Program)	0
EDU 554A Preprofessional Adolescent Field Experiences in Inclusive Classrooms	0

5th YEAR PROFESSIONAL SEMESTER (6 credits)

Spring of 5th Year

EDU 545T TESOL Student Teaching (Grades PK-12) (Five Year Program)	3
EDU 553C Student Teaching Childhood (Grades 1-3 and 4-6) (Five Year Program)	0
EDU 555C Student Teaching Seminar - Adolescent (Grades 7-12) (Five Year Program)	3

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.A. degree is met. **FST 101** counts towards required Electives. No Electives are required if FST is waived.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 141-142

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: HIS 101, POL 101. (HIS 253 replaces second lab science course for Adolescence Education requirements.)

Programs for Political Science Majors

GOALS

- To acquire a knowledge and understanding of government and politics and their impact on the individual and society
- To analyze the various models of government and the strengths and weaknesses of these political systems
- To understand the dynamics of relations among nations, the forces of both integration and fragmentation in the global community
- To examine the foundations and function of the American political system and the democratic principles of freedom, individual liberty and equality
- To learn the responsibilities and duties of citizenship in a free society

- To explore avenues for the promotion of domestic and international peace and justice

OBJECTIVES

- Will understand the ideological foundation, the structure and functions of various political systems and their relationship to the individual and society
- Will be able to evaluate the positive and negative features of comparative governments, including the U.S. government
- Will appreciate the current challenges facing the international community, the institutions for the peaceful resolution of conflicts, and the factors which contribute to rational and irrational behavior among nations
- Will become interested, informed and active citizens
- Will develop their critical and analytical skills, as well as their oral, written and research skills

GENERAL EDUCATION REQUIREMENTS

All Political Science courses will fulfill the general education requirements, with the exception of POL 390, 470, 490 and the internships. (For cross-listed HIS/POL courses, a substitution request may be submitted to meet the Political Science general education.)

INTERNSHIP PROGRAMS

Students are required to spend 100 hours at the internship site and meet at least four times during the semester with the Professor. Approval of the Department Chairperson is required.

Government Internships: Matriculated students who wish to acquire practical experience in local, state and national government may take a maximum of twelve credits that may be applied to the department's credit requirements for majors. Non-majors may take up to twelve credits as electives. Approval of the department is required.

POL 460	Government Internships
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POLITICAL SCIENCE—B.A.

New York State Registered Program Code: 07473
 HEGIS Code: 2207.00 {Political Science and Government}
 Molloy Program of Study Code: POLBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (2 out of 3 disciplines) (6 credits):</i> HIS/PSY/SOC	6
<i>Math and Science (3 credits):</i> Science course	3

<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (39 credits):	
POL 100 Fundamentals of Government	3
POL 101 American National Government	3
<i>Complete either* POL 103 or POL 210:</i>	3
POL 103 American State and Local Government	*
POL 210 American Party Politics	*
<i>Complete:</i>	
POL 106 Comparative Government and Politics I	3
POL 107 Comparative Government and Politics II	3
POL 319/HIS 319 Research Methods for Historians and Political Scientists	3
POL 460 Government Internship	3
POL 490 Political Science Seminar	3
<i>Complete 6 credits chosen from POL 200-level courses</i>	6
<i>Complete 6 credits chosen from POL 300-level courses</i>	6
<i>Complete 3 credits additional elective POL courses</i>	3
Related Requirements (18 credits):	
MAT 115 Elementary Statistics	3
9 credits of 200-level courses chosen from HIS, ECO, PSY, SOC, or GEO courses	9
6 credits of upper-level courses chosen from HIS, ECO, PSY, SOC, or GEO courses	6
Electives: The Liberal Arts and Sciences (LAS) for a B.A. degree is met. FST 101 counts towards required Electives.	33
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major and Related requirements will also satisfy the General Education requirement: POL 100, MAT 115. Some elective Related requirements may be taken that can also be used to satisfy the General Education requirements.

Interdisciplinary Studies

310 Fern Street
516.323.3290

S. Vicki Toale, O.P., D.Min., Chairperson

Associate Professor: S. Vicki Toale, O.P.

GOALS AND OBJECTIVES

Recognizing that there are students interested in attending Molloy College who are unable to satisfy their needs and interests in single-discipline majors, Molloy College has created this interdisciplinary studies major to meet these needs and interests. Such highly motivated students will be enabled to provide themselves with the enrichment of a broad liberal arts education and at the end of the program of study be able to:

- Articulate the value of each of their discipline concentrations within the scope of interdisciplinary studies and the General Education Program.
- Compare and critically evaluate significant concepts, theories and perspectives related to the field of interdisciplinary studies.
- Utilize their information literacy skills by engaging in scholarly research and producing a major final seminar paper/project related to their selected interdisciplinary concentrations.
- Appraise the field of interdisciplinary studies and its value to their personal and professional growth and development.
- Speak and write effectively regarding the knowledge, skills, and values shaped within the integrative process of interdisciplinary study and their life experience.

PREREQUISITES FOR ADMISSION

- During the first year at Molloy or at any time thereafter, a highly motivated student desiring admittance to the Interdisciplinary Studies major can declare areas of concentration with the chairperson for this major. The candidate will present a rationale that has internal coherence. This rationale must demonstrate that the student has a unique goal, unobtainable in any already existing major.
- Approval for the student to proceed as a major in Interdisciplinary Studies will be decided by the chairperson for Interdisciplinary Studies. In the event of a conflict, the final decision will be made by the Vice President for Academic Affairs.
- Transfer students will be required to take 12 of the required credits for each area of concentration on the Molloy campus.

MINORS

The Interdisciplinary Department sponsors the minor in Sustainability Policies and Practices. Minor requirements are described in the section of the catalog on Minors.

Programs for Interdisciplinary Studies Majors

INTERDISCIPLINARY STUDIES—B.A. OR B.S.

New York State Registered Program Code: 86104 (BA)

New York State Registered Program Code: 86105 (BS)

HEGIS Code: 4901.00 {Liberal Arts and Sciences}

Molloy Program of Study Code: INTBA/INTBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (3 credits):</i> ENG 110; (See Related Requirements for Modern Language and Modern Language/Literature requirements)	3
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; and Science course	6
<i>Philosophy and Theology/Religious Studies (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Interdisciplinary Studies Major Requirements (45 credits) <i>Complete as follows:</i>	
Two or more areas of concentration , each with a minimum of 21 credits, with a minimum of 12 credits of departmentally designated specialized or advanced courses in each area of concentration.	42
Senior project (Integration of areas of concentration 3 credits) <i>Complete:</i>	
INT 499 Integrative Seminar in Interdisciplinary Studies	3
Internship course: Recommended	
Related Requirements (6 credits):	
<i>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</i>	3
<i>Take 3 additional credits in a second Modern Language or a Literature:</i>	3
Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses	*
Literature: Refer to the General Education Section of the Catalog for appropriate courses	*

Electives: The Liberal Arts and Sciences (LAS) required for a B.A. degree is 90 credits and for a B.S is 60 credits. **FST 101** counts towards required Electives. The degree and concentration chosen will affect how courses are applied.

39

(Adjust Electives needed for having a Minor(s), Remedial, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

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Total: 128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Related requirements will also satisfy the General Education requirement: the Modern Language and Modern Language/Literature requirements.

NOTE: More electives are available if Major requirements also satisfy General Education requirements. The BA degree requires 90 Liberal Arts and Sciences credits. The BS degree requires 60 Liberal Arts and Sciences credits.

Two or more areas of concentration may be selected from among the following disciplines:

Accounting	Marketing
American Studies	Mathematics

Art	Media
Biology	Music
Business Management	New Media
Computer Information Systems	Personal Financial Planning
Computer Science	Philosophy
Criminal Justice	Physical Science
Earth Science	Political Science
Economics	Professional Communication
English	Psychology
Environmental Studies	Social Work*
Finance	Sociology
Gerontology	Spanish
History	Speech-Language Pathology*
Italian	Theatre Arts*
Legal Studies	Theology/Religious Studies

*This concentration is limited to students who were formerly majoring in that subject with completed courses in that program. No other students may choose it as a concentration.

Consult catalog sections for each of the above disciplines for specific requirements for Interdisciplinary Studies majors.



Modern Languages

K311 Kellenberg Hall
516.323.3300

Susana Rubio, Chairperson

Professors Emeriti: S. Rose Teresa Amor, O.P., Maria Bouzón-Silva, S. Mary William Posthauer, O.P., Rosa Mas, Herma Váldez

Professors: Luis Landrón, Susana Rubio

Associate Professor: Enrique Martínez-Bogo

Assistant Professor: Angeles Placer

Adjunct Professors: Prathima Christdas, Carmela Leonforte-Plimack

Adjunct Assistant Professor: Walter Kleinmann

Adjunct Instructors: Louis Anzovino, Anne Ceriello, Lorenza Colletti, Joy Delliquanti, Ina Ionescu, Catherine Kaufman, Carol Lynn Kearney, Maria Núñez, Anne Marie O'Donnell, Maria Souto-Portas, Amarylis Tineo Rosado, Rosetta Urgo, Rogerlyn Vélez

GOALS

In accord with the mission and goals of Molloy College, the Department of Modern Languages strives to:

- Develop students' communicative competence in American Sign Language, Arabic, ESL, French, Italian, Chinese and/or Spanish
- Foster and broaden an understanding and appreciation of other cultures
- Build a sense of responsibility in the local and global community
- Prepare students for graduate studies in the humanities and professional careers in business, communication, education, government, law, health sciences, social work and related professions.

OBJECTIVES

Students will be expected to:

- Demonstrate communicative competence in a language other than their own
- Demonstrate knowledge and understanding of a given culture and be culturally competent in it
- Identify specific characteristics of a given culture and compare and contrast it with other world cultures
- Reinforce and further their knowledge of other disciplines through the study of a foreign language and culture
- Show evidence of becoming life-long learners by participating in multilingual communities at home and around the world and by using their linguistic and cultural competence in their professional careers or for personal enjoyment and enrichment.

PLACEMENT FOR LANGUAGE COURSES

Prior to the beginning of the semester, all new Majors will take

a placement test consisting of a written part and an interview with a faculty member of the Department of Modern Languages. Students who need to meet the Modern Language requirement will be placed considering prior evidence of language experience in Arabic, American Sign Language, ESL, Chinese, French, Italian or Spanish. This review would include: number of years of high school foreign language, grades earned and Advanced Placement scores.

After the first week of each class, the Department reserves the right to evaluate the students' language credentials and to re-assign them to a class more suited to their ability and performance. Courses are usually taken in sequence.

AMERICAN SIGN LANGUAGE

The Modern Languages' Department sponsors American Sign Language courses. Many programs of study will accept these courses to fulfill the General Education Language requirements. Refer to the General Education Program section of this catalog for which programs ASL courses may be used. ASL courses may be taken as electives for the degree.

GENERAL EDUCATION REQUIREMENTS

The Modern Languages' General Education language requirement is three credits. Students are also required to take either a second modern language course or a literature course for three additional credits. If a student takes a second modern language course to meet the General Education requirement, it is recommended that it be the same language as the first. (See the General Education Requirements section of this Catalog for lists of courses and also see specific programs of study for exceptions to this information.) SPA 250, 370 and SPA 461/462 cannot be used to meet any language or literature course requirements. Please note that all courses follow a sequence and that placement is dependent upon language experience. Note that students majoring in the Adolescence Education with the subject/concentration of Spanish must take a literature course in English (ENG) literature for the General Education Literature requirement.

Only students who score four or five on their Language AP test will receive credit to satisfy the foreign language requirement.

FACILITIES

The Department of Modern Languages houses the Language Resource Center (K313), where students have access to computers with software designed to enhance their language skills and put them in contact with varied materials pertaining to different cultures.

For language lab requirements see specific course descriptions.

INTERDISCIPLINARY STUDIES

Concentrations for the Interdisciplinary Studies majors are offered in Italian and Spanish. A minimum of 21-credits must be taken in any of these two areas. All courses must be selected in consultation with the department chairperson.

- Italian: ITA 305, ITA 312, plus 15 additional credits (with a minimum of nine additional 300/400 level credits) taken at Molloy College.
- Spanish: SPA 313 or SPA 314, SPA 351 or SPA 352, plus 15 additional credits (with a minimum of nine additional 300/400 level credits) taken at Molloy College.

MINORS

The Department of Modern Languages offers minors in Italian, Spanish and Spanish for Health Professions. Minor requirements are described in the section of the catalog on Minors.

MOLLOY COLLEGE LANGUAGE CERTIFICATES: ASL, FRENCH, ITALIAN AND SPANISH

The Department of Modern Languages offers a Molloy College Language Certificate. This is a credential confirming that the student has completed a 12 credit-hour program in the study of ASL, French, Italian or Spanish. To qualify, students must have taken at least nine (9) of the twelve (12) credits at Molloy College and received a grade of "B" or higher in the same language. This Certificate can be used for employment purposes, to continue postgraduate studies or to further the students' skills in the language. The Molloy College Language Certificate, while not a New York State Department of Education certificate program, is given by the Department of Modern Languages certifying the foundational knowledge and skills in ASL, French, Italian or Spanish. Its aim is to help the student serve effectively in the global society we live in.

English as a Second Language (ESL)

The ESL Program is designed for students whose first language is not English. Its main goal is to strengthen the students' communicative skills in English so that they can succeed in any college level course and help them achieve a near-native linguistic competence. Students will be placed into the various courses according to scores received on an English Placement Exam.

Students for whom English is a second language may take ESL courses for foreign language credit.

Programs for Spanish Majors

SPANISH LANGUAGE AND HISPANIC CULTURES MAJOR AND SPANISH EDUCATION MAJORS PROGRAM OBJECTIVES

Students will be expected to:

- Demonstrate an advanced level of competency in Spanish proving a mastery of the four language skills: speaking, listening, reading and writing
- Demonstrate knowledge and understanding of the Hispanic culture and an awareness of the diversity within this culture
- Compare and contrast the Hispanic culture with other world cultures
- Interpret literary and nonliterary texts critically and analytically to discuss their artistic, cultural and historical relevance; and to support their preferences while applying the texts to their personal value system
- Reinforce and further their knowledge of other disciplines through the study of the Spanish language and culture
- Show evidence of becoming life-long learners by

participating in multilingual communities at home and around the world and by using their linguistic and cultural competence in their professional careers or for personal enjoyment and enrichment

- Demonstrate a comprehensive knowledge of the Spanish-speaking world and a preparedness for graduate study.

NOTE: Students who take the Spanish CLEP exam are able to use only 6 awarded credits towards their Spanish major or minor.

SPANISH LANGUAGE AND HISPANIC LITERATURE AND CULTURES—B.A.

*Registered Program Title Change Effective Fall 2009

New York State Registered Program Code: 07456

HEGIS Code: 1105.00 {Spanish}

Molloy Program of Study Code: SPNBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (3 credits):</i> ENG 110	3
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; and Science course	6
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements—(40 credits):	
SPA 305 Grammar for Communication	3
SPA 307 Introduction to the Analysis of Spanish Literary Texts	3
SPA 313 Cultures of Spain	3
SPA 314 Cultures of Latin America	3
SPA 341 Advanced Spanish Grammar and Composition	3
SPA 351 Iberian Literature Survey	3
SPA 352 Latin American Literature Survey	3
SPA 461 Language Internship	3
SPA 490 Research in Hispanic Languages and Cultures	1
SPA 491 Hispanic Languages and Cultures Seminar	3
<i>Complete six credits of Study Abroad Courses from the following (Exceptions should see Chair): (6 credits):</i>	

SPA 330 Study Abroad: Spanish Grammar and Composition I	3
SPA 331 Study Abroad: Spanish Conversation and Culture I	3
<i>Complete three credits* of a Language Elective from the following: (3 credits):</i>	3
SPA 118 Beginner Conversation Skills (1 credit)	*
SPA 119 Beginner Writing Skills (1 credit)	*
SPA 209 Spanish for Heritage Students	*
SPA 215 Intermediate Spanish Conversation	*
SPA 218 Intermediate Conversation Skills (1 credit)	*
SPA 219 Intermediate Writing Skills (1 credit)	*
SPA 220 Intermediate Spanish	*
SPA 310 Advanced Conversation Skills (1 credit)	*
SPA 311 Advanced Writing Skills (1 credit)	*
SPA 335 Study Abroad: Spanish Grammar and Composition II	*
SPA 336 Study Abroad: Spanish Conversation and Culture II	*
SPA 381 Spanish Linguistics	*
SPA 409 Translation	*
<i>Complete three** credits of Culture/Literature Electives from the following (3 credits):</i>	3
SPA 250 Latino Culture in the U. S.	**
SPA 312 Hispanic World Through Literature, Art and Popular Culture	**
SPA 329 Post-Franco Spain	**
SPA 353 Latin American Short Story	**
SPA 421 Spanish Theatre	**
SPA 425 Hispanic Women Writers	**
SPA 427 Hispanic World Through Film	**
Electives: 9 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts towards required Electives.	50
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: SPA 305 and SPA 307.

CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - SPANISH—B.S.

New York State Registered Program Code: 23868

HEGIS Code: 802.00 {Elementary Education, General}

Molloy Program of Study Code: CSBBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE	--
Education Childhood/Early Childhood General Education Requirements:	
Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	--
Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History	6
English and Modern Languages (1 of each discipline) (6 credits): ENG 110; ENG 262 (required for Education majors)	6
Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 205 (required for Education majors)	9
Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses	12
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (30 credits):	
SPA 305 Grammar for Communication	3
SPA 307 Introduction to the Analysis of Spanish Literary Texts	3
SPA 313 Cultures of Spain	3
SPA 314 Cultures of Latin America	3
SPA 351 Iberian Literature Survey	3
SPA 352 Latin American Literature Survey	3
<i>Complete 12 credits* from the following (12 credits):</i>	12
SPA 118 Beginning Conversation Skills (1 credit)	*
SPA 119 Beginning Writing Skills (1 credit)	*
SPA 201 Beginning Spanish III (SPA 309 for Heritage Students)	*
SPA 209 Spanish for Heritage Students	*
SPA 215 Intermediate Spanish Conversation I	*
SPA 218 Intermediate Conversation Skills (1 credit)	*
SPA 219 Intermediate Writing Skills (1 credit)	*
SPA 220 Intermediate Spanish	*
SPA 310 Advanced Conversation Skills (1 credit)	*
SPA 311 Advanced Writing Skills (1 credit)	*
SPA 330 Study Abroad: Spanish Grammar and Composition	*

SPA 331 Study Abroad: Spanish Conversation and Culture	*
SPA 341 Advanced Spanish Grammar and Composition	*
SPA 409 Translation	*
SPA 421 Spanish Theatre	*
SPA 425 Hispanic Women Writers	*
SPA 427 Hispanic World Through Film	*
SPA 429 Post-Franco Spain	*
SPA 461 Language Internship	*

Education - Childhood/Early Childhood Major Requirements (40 total credits):

APPRENTICE SEMESTERS (16 credits)

Sophomore or Junior Year

EDU 301E E-Portfolio	0
EDU 336 Curriculum and Methodology in Early Childhood Education	3
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3

Spring of Junior Year - Must be taken immediately preceding Pre-Professional Semester

EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience - 2 hours a week in a local school	0

PRE PROFESSIONAL SEMESTER (15 credits)

Fall of Senior Year

EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom	3
EDU 346 Science in the Diverse Classroom	3
EDU 351 Social Studies in the Diverse Classroom	3
EDU 355 Field Experience in a School Setting - Childhood Programs	0

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year

EDU 481 Childhood 1-6/Early Childhood B-2 Student Teaching	8
EDU 488 Student Teaching Seminar	1

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. **FST 101** counts towards required Electives. 11

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirements will also satisfy the General Education requirement: one SPA language.

CHILDHOOD EDUCATION - SPANISH/SPECIAL EDUCATION—B.S.

New York State Registered Program Code: 23869
HEGIS Code: 802.00 {Elementary Education, General}
Molloy Program of Study Code: CSSBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE	--
Education Adolescence/Special Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 disciplines) (6 credits):</i> ART History; MUS History	6
<i>English and Modern Languages (1 of each discipline) (6 credits):</i> ENG 110; ENG 262 (required for Education majors)	6
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 205 (required for Education majors)	9
<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (30 credits):	
SPA 305 Grammar for Communication	3
SPA 307 Introduction to the Analysis of Spanish Literary Texts	3
SPA 313 Cultures of Spain	3
SPA 314 Cultures of Latin America	3
SPA 351 Iberian Literature Survey	3
SPA 352 Latin American Literature Survey	3
<i>Complete 12 credits* from the following (12 credits):</i>	12
SPA 118 Beginner Conversation Skills (1 credit)	*
SPA 119 Beginner Writing Skills (1 credit)	*
SPA 201 Beginning Spanish III (SPA 209 for Heritage Students)	*
SPA 209 Spanish for Heritage Students	*

SPA 215 Intermediate Spanish Conversation I	*
SPA 218 Intermediate Conversation Skills (1 credit)	*
SPA 219 Intermediate Writing Skills (1 credit)	*
SPA 220 Intermediate Spanish	*
SPA 310 Advanced Conversation Skills (1 credit)	*
SPA 311 Advanced Writing Skills (1 credit)	*
SPA 329 Post-Franco Spain	*
SPA 330 Study Abroad: Spanish Grammar and Composition	*
SPA 331 Study Abroad: Spanish Conversation and Culture	*
SPA 341 Advanced Spanish Grammar and Composition	*
SPA 409 Translation	*
SPA 421 Spanish Theatre	*
SPA 425 Hispanic Women Writers	*
SPA 427 Hispanic World Through Film	*
SPA 461 Spanish Language Internship	*

Education - Childhood Special Education Major Requirements (40 total credits):

APPRENTICE SEMESTERS (16 credits)

Sophomore or Junior Year

EDU 301E E-Portfolio	0
EDU 331 Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom	3
EDU 335 Students with Disabilities in a School Setting: Characteristics and Educational Needs for the Classroom	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3

Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester

EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting - 2 hours a week at a local school	0

PRE-PROFESSIONAL SEMESTER (15 credits)

Fall of Senior Year

EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom	3
EDU 346 Science in the Diverse Classroom	3
EDU 351 Social Studies in the Diverse Classroom	3

EDU 357 Field Experience in a School Setting - Childhood/Special Education Program	0
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PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year

EDU 482 Childhood/Special Education Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives.	11
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the General Education requirement: one SPA language.

CHILDHOOD EDUCATION - SPANISH/SPECIAL EDUCATION—B.S./M.S.

New York State Registered Program Code: 31975
 HEGIS Code B.S.: 802.00 {Elementary Education, General}
 HEGIS Code M.S.: 808.00 {Special Education, General}
 Molloy Program of Study Code: CSSBM/CSSBG

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See **NOTE**

Education 5 Year Childhood/Special Education

General Education Requirements:

Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See **NOTE**

Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History 6

English and Modern Languages (1 of each discipline) (6 credits): ENG 110; ENG 262 (required for Education majors) 6

Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 205 (required for Education majors) 9

Math and Science (2 of both disciplines) (12 credits): Two MAT; and two Science courses 12

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH 9

Physical Education (1 credit): PED 1

Core Course (4 credits): COR 4

Major Requirements (30 credits):

SPA 305 Grammar for Communication	3
SPA 307 Introduction to the Analysis of Spanish Literary Texts	3

SPA 313 Cultures of Spain	3	EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
SPA 314 Cultures of Latin America	3	EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
SPA 351 Iberian Literature Survey	3	EDU 341 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
SPA 352 Latin American Literature Survey	3	EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
Complete twelve credits* from the following (12 credits):	12	EDU 570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Spectrum Disorder	3
SPA 118 Beginner Conversation Skills (1 credit)	*	PROFESSIONAL SEMESTER (12 credits)	
SPA 119 Beginner Writing Skills (1 credit)	*	Spring of Senior Year	
SPA 201 Beginning Spanish III (<i>SPA 209 for Heritage Students</i>)	*	EDU 351 Social Studies in the Diverse Classroom Birth-Grade 2, Childhood 1-6 Inclusive Classrooms	3
SPA 209 Spanish for Heritage Students	*	EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
SPA 215 Intermediate Spanish Conversation I	*	EDU 550B Preprofessional Childhood/Special Education Field Experience in Inclusive Classrooms	0
SPA 218 Intermediate Conversation Skills (1 credit)	*	EDU 571 Assessment, Diagnosis and Evaluation of Students with Disabilities	3
SPA 219 Intermediate Writing Skills (1 credit)	*	EDU 572 Strategies and Methods for Teaching Childhood Students with Disabilities	3
SPA 220 Intermediate Spanish	*	5th YEAR PROFESSIONAL SEMESTER (9 credits)	
SPA 310 Advanced Conversation Skills (1 credit)	*	Fall of 5th year	
SPA 311 Advanced Writing Skills (1 credit)	*	EDU 551B Student Teaching Childhood (Grades 1-3, Regular and Special Education)	3
SPA 329 Post-Franco Spain	*	EDU 552B Student Teaching Childhood/Special (Grades 4-6, Regular and Special Education)	3
SPA 330 Study Abroad: Spanish Grammar and Composition	*	EDU 553B Student Teaching Seminar Childhood/Special Education (Grades 1-6)	0
SPA 331 Study Abroad: Spanish Conversation and Culture	*	EDU 574 Curriculum Content, Practices and Environmental Issues for Teaching Childhood Students with Disabilities	3
SPA 341 Advanced Spanish Grammar and Composition	*	5th YEAR PROFESSIONAL SEMESTER (6 credits)	
SPA 409 Translation	*	Spring of 5th Year	
SPA 421 Spanish Theatre	*	EDU 547B Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Childhood Education	3
SPA 425 Hispanic Women Writers	*	EDU Elective (EDU 526, 569)	3
SPA 427 Hispanic World Through Film	*	Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives. No Electives required if FST is waived.	0-1
SPA 461 Spanish Language Internship	*	(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Education - 5 Year Childhood/Special Education Major Requirements (55 total EDU credits):		Total:	132-133
PRE-APPRENTICE SEMESTERS (13 credits)			
Sophomore or Junior Year			
EDU 301E E-Portfolio	0		
EDU 360 Foundations of Education for Regular and Special Education Teachers	3		
EDU 361 Law and Professionalism in Inclusive Settings	1		
EDU 365 Critical Examination of Issues in Education	3		
Junior Year			
EDU 329 Strategies for All Learners in the Diverse Classroom	3		
EDU 330 Field Experience in a School Setting	0		
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms	3		
PRE-PROFESSIONAL SEMESTER (15 credits)			
Fall of Senior Year			

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the General Education requirement: one SPA language.

CHILDHOOD EDUCATION - SPANISH/TESOL—B.S./M.S.

New York State Registered Program Code: 38061
 HEGIS Code B.S.: 0802.00 {Elementary Education, General}
 HEGIS Code M.S.: 1508.00 {Teaching of English as a Second Language}
 Molloy Program of Study Code: CSTBM/CSTBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE	--

Education 5 Year Childhood/TESOL Education General Education Requirements:

Second Math course; second Science course (Included with Math & Science General Education Requirements); Three additional Modern Language courses (No ESL) will be met by major requirements — (6 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 disciplines) (6 credits):</i> ART History; MUS History	6
<i>English and Modern Languages (1 of each discipline) (6 credits):</i> ENG 110; ENG 262 (required for Education majors)	6
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 205 (required for Education majors)	9
<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12



<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9	EDU 329 Strategies for All Learners in the Diverse Classroom	3
<i>Physical Education (1 credit):</i> PED	1	EDU 330T Field Experience in TESOL	0
<i>Core Course (4 credits):</i> COR	4	EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
Major Requirements (30 credits):		EDU 542 Structure and Applications of American English	3
SPA 305 Grammar for Communication	3	PRE-PROFESSIONAL SEMESTER (15 credits)	
SPA 307 Introduction to the Analysis of Spanish Literary Texts	3	Fall of Senior Year	
SPA 313 Cultures of Spain	3	EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
SPA 314 Cultures of Latin America	3	EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
SPA 351 Iberian Literature Survey	3	EDU 341 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
SPA 352 Latin American Literature Survey	3	EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
<i>Complete 12 credits* from the following (12 credits):</i>	12	EDU 351 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
SPA 118 Beginner Conversation Skills (1 credit)	*	PROFESSIONAL SEMESTER (9 credits)	
SPA 119 Beginner Writing Skills (1 credit)	*	Spring of Senior Year	
SPA 201 Beginning Spanish III (<i>SPA 209 for Heritage Students</i>)	*	EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
SPA 209 Spanish for Heritage Students	*	EDU 541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice	3
SPA 215 Intermediate Spanish Conversation I	*	EDU 543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners	3
SPA 218 Intermediate Conversation Skills (1 credit)	*	5th YEAR PROFESSIONAL SEMESTER (9 credits)	
SPA 219 Intermediate Writing Skills (1 credit)	*	Fall of 5th Year	
SPA 220 Intermediate Spanish	*	EDU 540 Introduction to Linguistics for TESOL and Bilingual Professionals	3
SPA 310 Advanced Conversation Skills (1 credit)	*	EDU 544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas	3
SPA 311 Advanced Writing Skills (1 credit)	*	EDU 547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)	3
SPA 329 Post-Franco Spain	*	EDU 550A Preprofessional Childhood Field Experiences in Inclusive Classrooms	0
SPA 330 Study Abroad: Spanish Grammar and Composition	*	EDU 550T Preprofessional TESOL PK-12 (Five Year Program)	0
SPA 331 Study Abroad: Spanish Conversation and Culture	*	5th YEAR PROFESSIONAL SEMESTER (6 credits)	
SPA 341 Advanced Spanish Grammar and Composition	*	Spring of 5th Year	
SPA 409 Translation	*	EDU 545T TESOL Student Teaching (Grades PK-12) (Five Year Program)	3
SPA 421 Spanish Theatre	*	EDU 551C Student Teaching Childhood (Grades 1-3 and Grades 4-6) (Five Year Program)	3
SPA 425 Hispanic Women Writers	*		
SPA 427 Hispanic World Through Film	*		
SPA 461 Spanish Language Internship	*		
Education - 5 Year Childhood/TESOL Major Requirements (55 total EDU credits):			
PRE-APPRENTICE SEMESTERS (7 credits)			
Sophomore or Junior Year			
EDU 301E E-Portfolio	0		
EDU 360 Foundations of Education for Regular and Special Education Teachers	3		
EDU 361 Law and Professionalism in Inclusive Settings	1		
EDU 365 Critical Examination of Issues in Education	3		
APPRENTICE SEMESTER (9 credits)			
Spring of Junior Year			

EDU 553C Student Teaching Seminar - Childhood (Grades 1-3 and 4-6) (Five Year Program)	0
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives. No Electives required if FST is waived.	0-1
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	132-133

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the General Education requirement: one SPA language.

ADOLESCENCE EDUCATION - SPANISH—B.A.

New York State Registered Program Code: 23879
HEGIS Code: 1105.01 {Spanish 7-12 Teacher}
Molloy Program of Study Code: ASPBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE	--
Education Adolescence General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	6
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (6 credits):</i> ENG 110; ENG literature (ENG 161 or ENG 366 recommended)	6
<i>Social and Behavioral Sciences (1 of each disciplines) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (40 credits):	
SPA 305 Grammar for Communication	3
SPA 307 Introduction to the Analysis of Spanish Literary Texts	3
SPA 313 Cultures of Spain	3
SPA 314 Cultures of Latin America	3

SPA 341 Advanced Spanish Grammar and Composition	3
SPA 351 Iberian Literature Survey	3
SPA 352 Latin American Literature Survey	3
SPA 490 Research in Hispanic Languages and Cultures - Seminar I	1
SPA 491 Hispanic Languages and Cultures - Seminar II	3
Complete six* credits of Study Abroad Courses from the following (Exceptions should see Chair): (6 credits):	
SPA 330 Study Abroad: Spanish Grammar and Composition	3
SPA 331 Study Abroad: Spanish Conversation and Culture	3
Complete three credits* for a Language Elective from the following (3 credits):	3
SPA 118 Beginner Conversation Skills (1 credit)	*
SPA 119 Beginner Writing Skills (1 credit)	*
SPA 209 Spanish for Heritage Students	*
SPA 215 Intermediate Spanish Conversation I	*
SPA 218 Intermediate Conversation Skills (1 credit)	*
SPA 219 Intermediate Writing Skills (1 credit)	*
SPA 220 Intermediate Spanish	*
SPA 310 Advanced Conversation Skills (1 credit)	*
SPA 311 Advanced Writing Skills (1 credit)	*
SPA 381 Spanish Linguistics	*
SPA 409 Translation	*
SPA 461 Language Internship	*
Complete six credits** of Culture/Literature courses from the following (6 credits):	6
SPA 250 Latino Culture in the U.S.	**
SPA 312 Hispanic World Through Literature, Art and Popular Culture	**
SPA 329 Post-Franco Spain	**
SPA 353 Latin American Short Story	**
SPA 421 Spanish Theatre	**
SPA 425 Hispanic Women Writers	**
SPA 427 Hispanic World Through Film	**
Education - Adolescence Major Requirements (31 total credits):	
APPRENTICE SEMESTERS (13 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3

Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting - 2 hours a week in a local school	0
PRE-PROFESSIONAL SEMESTER (9 credits)	
Fall of Senior Year	
EDU 315 Methods and Techniques of Teaching Spanish for Adolescent Students	3
EDU 334 Literacy in the Content Areas for Adolescent Students	3
EDU 366 Principles and Techniques of Teaching Adolescent Students	3
EDU 368 Field Experience in a School Setting -Adolescence Programs	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 301E E-Portfolio	0
EDU 485 Adolescence Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: 3 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts towards required Electives. 10 Elective credits with 4 LAS credits are required if FST is waived. Internships are not counted as LAS credits, so students taking SPA 461 must take 3 additional LAS credits.	10
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirements will also satisfy the General Education requirement: one SPA language.

ADOLESCENCE EDUCATION - SPANISH/SPECIAL EDUCATION—B.A.

New York State Registered Program Code: 23872
 HEGIS Code: 1105.01 {Spanish 7-12 Teacher}
 Molloy Program of Study Code: ASSBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE	--

Education Adolescence/Special Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	6
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<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (6 credits):</i> ENG 110; ENG literature (ENG 161 or ENG 366 recommended)	6
<i>Social and Behavioral Sciences (1 of each disciplines) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (40 credits):	
SPA 305 Grammar for Communication	3
SPA 307 Introduction to the Analysis of Spanish Literary Texts	3
SPA 313 Cultures of Spain	3
SPA 314 Cultures of Latin America	3
SPA 341 Advanced Spanish Grammar and Composition	3
SPA 351 Iberian Literature Survey	3
SPA 352 Latin American Literature Survey	3
SPA 490 Research in Hispanic Languages and Cultures - Seminar I	1
SPA 491 Hispanic Languages and Cultures - Seminar II	3
<i>Complete six* credits of Study Abroad Courses from the following (Exceptions should see Chair): (6 credits):</i>	
SPA 330 Study Abroad: Spanish Grammar and Composition	3
SPA 331 Study Abroad: Spanish Conversation and Culture	3
<i>Complete three credits* for a Language Elective from the following (3 credits):</i>	
SPA 118 Beginner Conversation Skills (1 credit)	*
SPA 119 Beginner Writing Skills (1 credit)	*
SPA 209 Spanish for Heritage Students	*
SPA 215 Intermediate Spanish Conversation I	*
SPA 218 Intermediate Conversation Skills (1 credit)	*
SPA 219 Intermediate Writing Skills (1 credit)	*
SPA 220 Intermediate Spanish	*
SPA 310 Advanced Conversation Skills (1 credit)	*
SPA 311 Advanced Writing Skills (1 credit)	*
SPA 329 Post-Franco Spain	*
SPA 381 Spanish Linguistics	*
SPA 409 Translation	*

SPA 461 Language Internship	*
Complete six credits** of Culture/Literature courses from the following (6 credits):	6
SPA 250 Latino Culture in the U.S.	**
SPA 312 Hispanic World Through Literature, Art and Popular Culture	**
SPA 353 Latin American Short Story	**
SPA 421 Spanish Theatre	**
SPA 425 Hispanic Women Writers	**
SPA 427 Hispanic World Through Film	**

Education - Adolescence/Special Education Major Requirements (34 total credits):

APPRENTICE SEMESTERS (16 credits)

Sophomore or Junior Year

EDU 301E E-Portfolio	0
EDU 331 Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom	3
EDU 335 Students with Disabilities in the School Setting	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3

Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester

EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting - 2 hours a week in a local school	0

PRE-PROFESSIONAL SEMESTER (9 credits)

Fall of Senior Year

EDU 315 Methods and Techniques of Teaching Spanish for Adolescent Students	3
EDU 334 Literacy in the Content Areas for Adolescent Students	3
EDU 366 Principles and Techniques of Teaching Adolescent Students	3
EDU 370 Field Experience in a School Setting- Adolescence/Special Education Programs	0

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year

EDU 487 Adolescence/Special Education Student Teaching	8
EDU 488 Student Teaching Seminar	1

Electives: 3 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. **FST 101** counts towards required Electives. 7 Electives are required if FST is waived with 4 LAS credits. Internships are not counted as LAS credits, so students taking SPA 461 must take 3 additional LAS elective credits.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirements will also satisfy the General Language requirement: one SPA language.

ADOLESCENCE EDUCATION - SPANISH/SPECIAL EDUCATION—B.A./M.S.

New York State Registered Program Code: 31985
 HEGIS Code B.A.: 1105.01 {Spanish 7-12 Teacher}
 HEGIS Code M.S.: 808.00 {Special Education, General}
 Molloy Program of Study Code: ASSBM/ASSBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE	--
Education 5 Year Adolescence/Special Education General Education Requirements:	
Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	6
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (6 credits):</i> ENG 110; ENG literature (ENG 161 or ENG 366 recommended)	6
<i>Social and Behavioral Sciences (1 of each disciplines) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (40 credits):	
SPA 305 Grammar for Communication	3
SPA 307 Introduction to the Analysis of Spanish Literary Texts	3
SPA 313 Cultures of Spain	3
SPA 314 Cultures of Latin America	3
SPA 341 Advanced Spanish Grammar and Composition	3
SPA 351 Iberian Literature Survey	3
SPA 352 Latin American Literature Survey	3

SPA 490 Research in Hispanic Languages and Cultures - Seminar I	1	EDU 330 Field Experience in a School Setting	0
SPA 491 Hispanic Languages and Cultures - Seminar II	3	EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms	3
<i>Complete six* credits of Study Abroad Courses from the following (Exceptions should see Chair): (6 credits):</i>			
SPA 330 Study Abroad: Spanish Grammar and Composition	3	PRE-PROFESSIONAL SEMESTER (12 credits)	
SPA 331 Study Abroad: Spanish Conversation and Culture	3	Fall of Senior Year	
<i>Complete three credits* for a Language Elective from the following (3 credits):</i>			
SPA 118 Beginner Conversation Skills (1 credit)	*	EDU 315 Methods and Techniques of Teaching Spanish for Adolescent Students	3
SPA 119 Beginner Writing Skills (1 credit)	*	EDU 506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners	6
SPA 209 Spanish for Heritage Students	*	EDU 570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder	3
SPA 215 Intermediate Spanish Conversation I	*	PROFESSIONAL SEMESTER (12 credits)	
SPA 218 Intermediate Conversation Skills (1 credit)	*	Spring of Senior Year	
SPA 219 Intermediate Writing Skills (1 credit)	*	EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
SPA 220 Intermediate Spanish	*	EDU 554B Pre-Professional Adolescent/Special Education Field Experiences in Inclusive Classrooms	0
SPA 310 Advanced Conversation Skills (1 credit)	*	EDU 571 Assessment, Diagnosis and Evaluation of Students with Disabilities	3
SPA 311 Advanced Writing Skills (1 credit)	*	EDU 573 Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities	3
SPA 381 Spanish Linguistics	*	EDU 575 Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities	3
SPA 409 Translation	*	5th YEAR PROFESSIONAL SEMESTER (9 credits)	
SPA 461 Language Internship	*	Fall of 5th Year	
<i>Complete six credits** of Culture/Literature courses from the following (6 credits):</i>			
SPA 250 Latino Culture in the U.S.	**	EDU 555B Student Teaching Adolescence/Special Education (Grades 7-9)	3
SPA 312 Hispanic World Through Literature, Art and Popular Culture	**	EDU 556B Student Teaching Adolescence/Special Education (Grades 10-12)	3
SPA 329 Post-Franco Spain	**	EDU 557B Student Teaching Adolescence/Special Education (Grades 7-12)	0
SPA 353 Latin American Short Story	**	EDU Content Elective (EDU 580-599)	3
SPA 421 Spanish Theatre	**	5th YEAR PROFESSIONAL SEMESTER (6 credits)	
SPA 425 Hispanic Women Writers	**	Spring of 5th Year	
SPA 427 Hispanic World Through Film	**	EDU 547C Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Adolescent Education	3
Education - 5 Year Adolescence/Special Education Major Requirements (52 total EDU credits):			
APPRENTICE SEMESTERS (13 credits)			
Spring of Sophomore Year or Fall of Junior Year			
EDU 301E E-Portfolio	0	EDU Content Elective (EDU 580-599)	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3	Electives: 3 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts towards required Electives. 4 LAS Elective credits are required if FST is waived. Internships are not counted as LAS credits, so students taking SPA 461 must take 3 additional LAS elective credits for a total of 146 credits.	
EDU 361 Law and Professionalism in Inclusive Settings	1	4	
EDU 365 Critical Examination of Issues in Education	3	--	
Spring of Junior Year			
EDU 329 Strategies for All Learners in the Diverse Classroom	3	<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with</i>	

Total: **143**

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirements will also satisfy the General Language requirement: one SPA language.

**ADOLESCENCE EDUCATION - SPANISH/TESOL—
B.A./M.S.**

New York State Registered Program Code: 38226
 HEGIS Code B.A.: 1105.01 {Spanish 7-12 Teacher}
 HEGIS Code M.S.: 1508.00 {Teaching of English as a Second Language}
 Molloy Program of Study Code: ASTBM/ASTBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE	--
Education 5 Year Adolescence/TESOL Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements); Three additional Modern Language courses (No ESL) will be met by major requirements — (6 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (6 credits):</i> ENG 110; ENG literature (ENG 161 or ENG 366 recommended)	6
<i>Social and Behavioral Sciences (1 of each disciplines) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
<i>Math and Science (2 of both disciplines) (12 credits):</i> Two MAT; and two Science courses	12
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (40 credits):	
SPA 305 Grammar for Communication	3
SPA 307 Introduction to the Analysis of Spanish Literary Texts	3
SPA 313 Cultures of Spain	3
SPA 314 Cultures of Latin America	3
SPA 341 Advanced Spanish Grammar and Composition	3
SPA 351 Iberian Literature Survey	3
SPA 352 Latin American Literature Survey	3

SPA 490 Research in Hispanic Languages and Cultures - Seminar I	1
SPA 491 Hispanic Languages and Cultures - Seminar II	3
<i>Complete six* credits of Study Abroad Courses from the following (Exceptions should see Chair): (6 credits):</i>	
SPA 330 Study Abroad: Spanish Grammar and Composition	3
SPA 331 Study Abroad: Spanish Conversation and Culture	3
<i>Complete three credits* for a Language Elective from the following (3 credits):</i>	3
SPA 118 Beginner Conversation Skills (1 credit)	*
SPA 119 Beginner Writing Skills (1 credit)	*
SPA 209 Spanish for Heritage Students	*
SPA 215 Intermediate Spanish Conversation I	*
SPA 218 Intermediate Conversation Skills (1 credit)	*
SPA 219 Intermediate Writing Skills (1 credit)	*
SPA 220 Intermediate Spanish	*
SPA 310 Advanced Conversation Skills (1 credit)	*
SPA 311 Advanced Writing Skills (1 credit)	*
SPA 381 Spanish Linguistics	*
SPA 409 Translation	*
SPA 461 Language Internship	*
<i>Complete six credits** of Culture/Literature courses from the following (6 credits):</i>	6
SPA 250 Latino Culture in the U.S.	**
SPA 312 Hispanic World Through Literature, Art and Popular Culture	**
SPA 329 Post-Franco Spain	**
SPA 353 Latin American Short Story	**
SPA 421 Spanish Theatre	**
SPA 425 Hispanic Women Writers	**
SPA 427 Hispanic World Through Film	**
Education - 5 Year Adolescence/TESOL Major Requirements (49 total EDU credits):	
PRE-APPRENTICE SEMESTERS (7 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
APPRENTICE SEMESTER (6 credits)	
Spring of Junior Year	
EDU 329 Strategies for All Learners in the Diverse Classroom	3

EDU 330T Field Experience in TESOL	0
EDU 542 Structure and Application of American English	3
PRE-PROFESSIONAL SEMESTER (12 credits)	

Fall of Senior Year

EDU 315 Methods and Techniques of Teaching Spanish for Adolescent Students	3
EDU 506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners	6
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms, Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year

EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice	3
EDU 543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners	3

5th YEAR PROFESSIONAL SEMESTER (9 credits)

Fall of 5th Year

EDU 540 Introduction to Linguistics for TESOL and Bilingual Professionals	3
EDU 544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas	3
EDU 547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)	3
EDU 550T Preprofessional TESOL PK-12 (Five Year Program)	0
EDU 554A Preprofessional Adolescent Field Experiences in Inclusive Classrooms	0

5th YEAR PROFESSIONAL SEMESTER (6 credits)

Spring of 5th Year

EDU 545T TESOL Student Teaching (Grades PK-12) (Five Year Program)	3
EDU 553C Student Teaching Childhood (Grades 1-3 and 4-6) (Five Year Program)	0
EDU 555C Student Teaching Seminar - Adolescent (Grades 7-12) (Five Year Program)	3

Electives: 3 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. **FST 101** counts towards required Electives. 4 LAS Elective credits are required if FST is waived. Internships are not counted as LAS credits, so students taking SPA 461 must take 3 additional LAS elective credits for a total of 143 credits.

<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with</i>	--
Total:	140

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirements will also satisfy the General Language requirement: one SPA language.

Music

PS220 Public Square
516.323.3320

Suzanne Sorel, Chairperson and Associate Dean and Director of Graduate Music Therapy

Professor Emerita: S. Miriam Cecile Lenehan, O.P.

Professor: Suzanne Sorel

Associate Professors: John Carpentre, Seung-A Kim

Assistant Professors: Samantha Bassler, Daniel McGann, Michelle Rampal, Jorge Sosa, Sangeeta Swamy

Adjunct Professor: George Berardinelli

Adjunct Associate Professor: Paula Berardinelli

Adjunct Assistant Professors: Justine Chen, Svetla Kalcheva

Adjunct Instructors: Hope Bagley, Ruth Breidenbach, Joan Brittingham, Pamela Carlton, Diane Griffin, Lora Heller, Suk Hee Hong, Kaitlyn Kelly, Sylwia Kloc-Skubicki, Robin Mitchell, Jill Mulholland, Britton Matthews, Lauren McDonough, James Montalbano, Javier Oviedo, Thomas Rizzuto, Ellana Sanders, Elizabeth Schwartz, Samuel Wells

MUSIC PROGRAMS

The Music Department at Molloy College offers four degree programs for prospective students: a Bachelor of Science in Music Education, a Bachelor of Science in Music Therapy and a Master of Science in Music. The Music Department functions within the context of the College's mission statement, goals and general education requirements. The Music Programs at Molloy provide the necessary level of training needed for music educators, performers and music therapists of tomorrow as well as the necessary qualifications for graduate school. The Music Department also serves as the nucleus of music activity for the College and surrounding communities by providing and hosting some of the best performances in the area.

GOALS

- To provide a curriculum which reflects the current trends in Music, Music Education and Music Therapy
- To provide the highest level of education in music for students enrolled in our undergraduate programs: Music Education, Music Therapy, Dual Degree Music Therapy and the Bachelor of Science in Music
- To provide a series of musical events enriching the lives of individuals on campus and in the community.

- To encourage participation by all Molloy students in the department's performing ensembles and their attendance at musical events
- To provide the student with a thorough knowledge of theory, music history, style, technique, sensitivity and musical expression
- To encourage students to develop their individual qualities and potential as musicians
- To provide the knowledge and encouragement for creativity and independent thinking
- To provide an atmosphere for quality individual instruction and advisement
- To provide the student with the knowledge and guidance to pursue graduate study and music-related careers.
- To develop the student's skills as a listener, performer and scholar through interpretation, analysis and criticism.

FACILITIES

The Music Department is housed in the Public Square building which opened in the Fall of 2011. It includes sound-treated classrooms, an electronic keyboard/computer lab, an audio/editing suite, various sized music practice rooms, an ensemble rehearsal room and a large rehearsal room. An additional keyboard-midi lab and seven additional practice rooms are located in the Wilbur Arts Center. The state-of-the-art Madison Theatre has seating for 565.

Molloy's on-campus clinic, the Rebecca Center for Music Therapy, is a nonprofit organization that provides music therapy services for people with special needs in New York and Long Island. The Rebecca Center's approach involves interactive use of live music to stimulate and develop communication, expressiveness, socialization and relationships. The newly expanded and renovated clinic includes four treatment rooms and a private waiting area for clients and their families, as well as workspace for staff and students. The training facility at Molloy College provides students with clinical and research experience through observation, co-leading and leading music therapy sessions under the supervision and guidance of experienced and professionally credentialed music therapists.

ADMISSION REQUIREMENTS

An interview, an audition and a theory placement examination are required of all prospective Music Majors, Music Therapy Majors and Music Education Majors.

All transfer music student applicants must have a minimum of 2.5 cumulative GPA. Applicants will be invited to audition if their prior music coursework reflects the 2.5 minimum requirement.

AUDITIONS

All applicants, regardless of the program of interest, must audition. Applicants will be required to:

- Perform at least two contrasting works: At least one piece must be from Classical or Jazz literature
- Play scales: major, melodic minor and harmonic minor
- Sight read
- Interview

THEORY PLACEMENT EXAM

It is essential for entering students to take a theory placement examination to ensure proper advisement and placement in

courses.

Based upon the audition and theory placement exam results, successful completion of remedial work may be required prior to matriculating as a Music major in the department. Molloy College offers a non-credit Basic Musicianship prerequisite course that may be recommended to students who are strong academically and show musicality but lack basic foundations in music.

ASSESSMENT AND PROGRESSION REQUIREMENTS

Student Recitals: Based on the applied instructor's recommendation, all students will perform on their main instruments in a public recital or at studio classes held throughout each semester. The recital and studio class represents a level of achievement as a result of private instruction and is a means of assessment for the student.

Jury Examinations: All students must take a jury exam at the end of each semester on their primary applied instrument or voice. The music jury is comprised of music faculty and the student's applied instructor. The main purposes of this examination are (1) to encourage each student to attain a high level of music performance, (2) to assess and discuss the student's progress, (3) to provide the student with a written evaluation of the examination. The grade from the Jury represents 50% of the student's grade for the applied instrument. If no progress is evident from semester to semester and the student continues to demonstrate deficiencies, withdrawal from the program will be recommended. Faculty will assign jury times to students a minimum of two weeks prior to the assigned jury examination. Repertoire and exam sheets will be available and must be completed with the student's applied instructor. Instructions on where each exam will be held for each area of study will also be posted and emailed to students.

Music Therapy Juries: Music Therapy students must demonstrate proficiency on piano, guitar and voice prior to fieldwork and internship courses (MUS 374, 375, 460, 461, 520, 521). Students must pass music therapy juries in order to progress in the sequence of courses (see Music Therapy Handbook).

Professional Disposition Competencies: Based on the mission of Molloy College and the professional disposition competencies identified by the American Music Therapy Association, the Professional Characteristics and Dispositions are identified for self-evaluation, faculty evaluation and clinical supervisory evaluation. (See Student Handbook). If students do not meet Professional Disposition competencies, they will meet with the Director of Undergraduate Music Therapy, who will discuss the particular areas of difficulty. They will be required to register for a one-credit course, MUS 280 - Professional Growth in Music Therapy Training. Upon successful completion of the course, students will be allowed to register for either MUS 374 or MUS 460/520. The Professional Growth course may only be taken one time during the student's matriculation at Molloy College.

Music Education Juries: All Music Education majors must demonstrate proficiency in sight singing, conducting, piano and secondary instruments to progress in the sequence of courses to field observation and student teaching.

Grades:

- For BS Music, a grade of "C" or better is required in all music courses. Students must repeat all courses for which a "C" or better is not attained. Failure to attain a "C" or better when repeating a course will necessitate

withdrawal from the Program. A student may withdraw from the same music course only one time.

- For BS Music Education, a grade of "C+" or better is required in all music courses and a "B" or better in all music education courses. Students must repeat all courses for which the minimum grade is not attained. Failure to attain the minimum grade when repeating a course will necessitate withdrawal from the Program. A student may withdraw from the same music course only one time.
- For BS Music Therapy, a grade of "C+" or better is required in all music, music therapy and related courses. Students must repeat all courses for which the minimum grade is not attained. Failure to attain the minimum grade when repeating a course will necessitate withdrawal from the Program. A student may withdraw from the same music course only one time.

Applied Music: Every Music student will study his/her main, successfully auditioned instrument or voice throughout his/her course of study. Applied Music must be taken for one credit every semester for a minimum of eight credits for Music and Music Therapy and for a minimum of seven credits for Music Education. (See Music Majors handbook.) If a student wishes to change to a

different Applied Music, he/she must re-audition on that new instrument or voice.

Ensemble Requirements: All music students are required to participate in the music-making life of the department. As such, all music students are required to complete a minimum of two credits in their assigned performing ensemble and continue to enroll every semester for zero credits for the entire duration of their degree program. Students enroll in ensembles for varying credit amounts of 0, 0.5 or 1 credit per semester. Ensembles and credit amounts are chosen in consultation with the advisor. Students are encouraged to participate in secondary ensembles. Secondary ensembles are taken by registering for zero credits, unless otherwise approved by the department Chairperson. Students enrolled in secondary ensembles for zero credit will not be eligible for an Institutional Aid stipend for the additional ensemble. Music students are only exempt from required participation in ensembles while concurrently registered for music therapy internship or student teaching. Students involved in internship or student teaching may continue to enroll in ensembles for the 0-1 credit as their schedule allows.

Concert Attendance: Concert attendance is a music department requirement for all music majors. This course (MUS 010) must be taken any semester during which a music major is a full-time student. Students will attend five concerts, recitals and/or studio classes throughout the course of a semester.



Vocal Requirement Option for Music Therapy: Music Therapy students are required to take two semesters of vocal coursework (one semester of MUS 195 Vocal Techniques and one semester of any of the following courses: MUS 130, 166, 167, 168, 182.)

Psychology Sequence for Music Therapy: The recommended track is PSY 111, PSY 204 and PSY 326, respectively. An additional psychology elective is also required. It is advisable that students must take PSY 111 and PSY 204 before entering Fieldwork. Due to the combined Fieldwork/Internship hours required, minoring in any discipline outside of Psychology is not recommended. To minor in Psychology, students need to complete the sequence above (PSY 111, PSY 204 and PSY 326) and then take three elective psychology courses at the 300-level or above.

Transfer students: Every possible consideration will be given to students transferring credits from a previous institution. Students will be given individual orientation and assessment of appropriate placement within the Department's Curriculum. Students who apply to Music Therapy and have taken courses equivalent to fieldwork (MUS 374/375) and have accrued hours supervised by board-certified Music Therapist (MT-BC) will be required to submit the following additional materials in order for those credits to be accepted:

- Two letters of recommendation by former professor and/or clinical supervisors
- An audio or video excerpt of a music therapy session
- Provide documentation outlining any record of fieldwork time accrued, signed by appropriate clinical supervisors
- Demonstrate musical competency akin to Molloy's pre-fieldwork jury (See Student Music Therapy Handbook).

GENERAL EDUCATION REQUIREMENTS

The following courses fulfill the general education requirement: MUS 105, 107, 108, 109, 160, 162, 164, 199, 200, 202, 203, 205, 208, 209, 224H, 390. (MUS 108 for Education majors only.) Applied, ensemble or music therapy courses may not be substituted for this requirement.

INTERDISCIPLINARY STUDIES

Courses for an Interdisciplinary Studies concentration in Music must be selected in consultation with the Chairperson of the Music Department. Students are required to take a minimum of 21 credits in Music.

MINORS

The Music Department offers a minor in Music. Minor requirements are described in the section of the catalog on Minors.

Programs for Music B.S. Majors

The Music B.S. program provides a broad liberal arts education with a concentration in music. This program crosses musical boundaries, giving students the skills that are essential for today's musician. Through an experiential approach and extensive applied instruction, the Music B.S. program immerses the student in a wide range of music styles and genres. The B.S. program also provides the student with a choice of over twenty five elective credits for focusing on courses on Music Performance, Music Technology or

Music Composition. Others, at times, have pursued a second major or a Minor in other disciplines such as business, the social sciences and the humanities.

The Bachelor of Science in Music provides:

- Opportunities to perform and hone the student's stage skills
- Opportunities to play in ensembles and chamber groups
- Access to cutting edge technology in digital audio and classes that will teach students how to use it
- Opportunities to create and record the student's own music and arrangements
- Travel abroad opportunities that will allow the student to experience music, art and history of other cultures
- An accomplished pool of instructors who are also working professional musicians
- A nurturing environment, that will help the student develop artistic vision.

The music major will present a complete final senior project (lecture/performance/composition). See Course Descriptions of MUS 496 and MUS 497.

Performance Focused Studies: A focus in Performance gives students a well-rounded liberal arts education combined with a strong foundation in music. Students are trained to develop as performing artists through their work with Molloy's highly experienced instructors. Whether the student is interested in pursuing a career as a performer of classical music or popular music, looking to arrange or wanting to create the student's own music, the Molloy College Music Department provide the student with a nurturing environment to find his/her own artistic voice.

The Molloy College Music Department offers many opportunities to perform in student recitals, studio classes and ensemble performances. Students are also able to audition to perform with the South Shore Symphony. If accepted, students will perform with the Symphony during their recital concert season and receive college credit applied to ensemble requirements.

Molloy College ensembles perform each semester at Molloy's state-of-the-art Madison Theatre. Ensembles available at Molloy College include: Concert Choir, Vocal Ensemble, Jazz and Contemporary Music Ensemble, Sinfonietta, Chamber Singers, String Orchestra, Flute Choir, Woodwind Ensemble, Opera Ensemble and the Molloy College Interactive Technology Ensemble.

Music students have additional opportunities to perform on campus through the Performing Arts Club, Molloy's Musical Theatre performances, as well as, Molloy's Open Mic and Molloy's Cabaret nights. Molloy's ensembles often participate in off-campus concerts. For example, the Molloy College Guitar Ensemble performed at the DiMenna Center for Classical Music in New York City.

Music Technology Focused Studies: A focus in Music Technology offers student the opportunity to explore music creation using the latest in technology and new media. The program allows students to explore different facets of music creation, providing them with a comprehensive knowledge of the latest techniques and technologies available in digital sound.

Students focusing on Music Technology will learn to produce

and record music, create original compositions using technology, work with multi-channel audio, understand the basics of software programming, work with a variety of music interphases, and develop their own software applications.

Whether the student is interested in producing commercial music, sound design or cutting edge electronic music and sound art, the Bachelor of Science in Music with courses focusing in Music Technology provides the student with the necessary tools to pursue his/her own creative path.

Technology Courses: (10 credits):	Credits
MUS 161 Introduction to Digital Audio	1
MUS 245 Audio Technology I	3
MUS 246 Audio Technology II	3
MUS 247 Audio Technology III	3

Music Composition Focused Studies: Students have the opportunity to create music in a variety of styles. Students take private composition lessons, where they work on developing a portfolio of original compositions. Students will arrange and write original pieces for our large ensembles, compose pieces to be performed by our applied faculty and visiting artists and learn to record, produce and promote their work. Students are required to take additional lessons in their primary instrument or voice.

Travel Abroad Opportunities: Molloy College values international travel and international education. Molloy encourages music students to take advantage of Molloy's study abroad program. Molloy Music students have travelled internationally to diverse locations such as Hungary, Austria, Czech Republic, Spain, France, Ireland and England among many other destinations. This is a wonderful opportunity to learn about music and music history by traveling abroad to see in-person the historic sites where musicians lived and worked.

In addition, Molloy College music ensembles have been invited to tour and perform abroad. For example, the Molloy College jazz ensemble performed and recorded in Ireland at the Dundalk Institute of Technology in a previous trip.

Molloy College is committed to providing students with a global awareness and sense of community and service. Every year the Molloy College Music Department holds the Molloy Jamaica Service Project. Students travel to Jamaica during the summer and provide community service in Music Therapy and Music Education in rural areas of the island.

MUSIC—B.S.

New York State Registered Program Code: 76551
HEGIS Code: 1004.00 (Music Performance)
Molloy Program of Study Code: MUSBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE	
<i>Arts and Fine Arts (2 disciplines) (3 credits):</i> ART History/COM Speech	3

<i>English and Modern Languages (1 of each discipline) (3 credits):</i> ENG 110; (See Related Requirements for Modern Language/Literature requirements)	3
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; and Science course	6
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Music Theory Placement Requirement (0-2 credits* pending waiver):	
MUS 101* Theory Fundamentals (<i>Students who fail the department's Theory Placement Exam must complete 2 additional credits from Electives</i>)	(0-2)
Total Major Requirements - MUS (62 credits varies* pending Theory Placement):	
Music Core Requirements (40 credits):	
MUS 102 Sight Singing/Ear Training I	2
MUS 112 Harmony I	3
MUS 114 Computer Writing-Music (For 1 credit)	1
MUS 116 Form and Analysis	3
MUS 161 Introduction to Digital Audio	1
MUS 199 History of Music I	3
MUS 200 History of Music II	3
MUS 203 Music in the Twentieth Century	3
MUS 204 Sight Singing/Ear Training II	2
MUS 206 Sight Singing/Ear Training III	2
MUS 213 Harmony II	3
MUS 216 Orchestration I	3
MUS 218 Conducting I	2
MUS 223 Keyboard Harmony I	1
MUS 226 Conducting II	2
MUS 314 Harmony III	3
MUS 315 Keyboard Harmony II	1
MUS 496 Senior Capstone I	1
MUS 497 Senior Capstone II	1
Music History Requirement (6 credits minimum in additional Music History):	6
Piano Requirement Determined by a placement exam (2 credit minimum)*:	2
<i>Non-pianists complete MUS 110 and 111 OR Pianists must complete MUS 111 and 220 (Minimum 2 credits):</i>	
MUS 110 (Non-pianists - 1 credit) Class Piano	*
MUS 111 (Non-pianists and Pianists -1 credit) Advanced Class Piano	*
MUS 220 (Pianists - 1 credit) Piano Accompaniment	*
Applied Music Requirement (8 credits)**:	8

Select Applied Music courses from: MUS 125-154	**
Ensemble Requirement: Required each semester for 0-1 credits. Must be selected relative to student's primary instrument or voice. Complete from the following (6 credits)***:	6
MUS 166 Vocal Ensemble	***
MUS 167 Chamber Singers	***
MUS 168 Opera Ensemble	***
MUS 172 Interactive Technology Ensemble	***
MUS 174 Chamber Ensemble	***
MUS 175 Jazz and Contemporary Music Ensemble	***
MUS 176 Percussion Ensemble	***
MUS 182 Concert Choir	***
MUS 184 Brass Ensemble	***
MUS 185 Guitar Ensemble	***
MUS 186 String Ensemble	***
MUS 187 Woodwind Ensemble	***
MUS 190 Orchestra	***
Recital Attendance Requirement (0 credits)****:	0
MUS 010 Recital Attendance (Required for 7 semesters)	****
Related Requirements (3 credits):	
<i>Take 3 credits in a Modern Language or a Literature:</i>	3
Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses in Languages and Literature	*
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives. If MUS 101 is required for 2 credits, take 2 less Electives.	26-28
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 35, because 3 credits the Modern Language requirement is waived; the following Major requirement will also satisfy a General Education requirement: MUS 200. Students will take a total of 3 credits in either a Modern Language or Literature course for the "English and Modern Languages" requirement.

Program for Music Education Majors

The Music Education Program prepares students for entry into the teaching profession. The program is grounded in an interdisciplinary core of musicianship, theory, pedagogy, practical techniques and fieldwork experiences at sites across Long Island. It is designed to meet the needs of diverse student populations, as

well as to recognize and value the role music plays in all facets of a global society.

Graduates of Molloy College's Music Education program are eligible to pursue New York State Teacher Certification. Upon successful completion of all requirements and relevant assessments outlined by the state of New York, students acquire this professional credential. This enables them to teach Music to students in grades PreK-12 in the public schools of New York.

Progression requirements:

- A grade of "C+" or better is necessary for all required music courses. A grade of "B" or better is necessary for all required Music Education courses. These courses can be repeated one time. Failure to attain a grade of at least "C+" when taking a music course for the second time or a grade of "B" when taking a music education course for the second time will necessitate withdrawal from the program.
- Students must pass a Music Education jury for four consecutive semesters (which is a formal evaluation of musical and pedagogical skills by Departmental Faculty) with a minimum score of "77" before progression is permitted into the Education Division's Apprentice Semester.
- Students must pass two Music Education juries with a minimum score of "80" in order to progress to the Pre-Professional Semester and Professional Semesters. These juries can be repeated one time. Failure to attain at least an "80" when taking a jury for the second time necessitates withdrawal from the program.
- Music Education majors may withdraw from a required music course only one time.
- Music Education students will engage in regular reflection and self-assessment concerning the development of professional dispositions. These will be reinforced and evaluated in advisor meetings, Music Education Seminar and the Music Education Faculty Dispositions Committee.
- Music Education students are required to report to the Music Education Faculty Dispositions Committee during the first semester of their junior year to demonstrate readiness for moving to the Education Division.
- Additional requirements and GPA minimums are imposed by the Education Division. Refer to policies set forth by the Education Division for more information.
- Each student reports to the Music Department Dispositions Committee during the first semester of their junior year to demonstrate readiness for admittance to the Division of Education.
- Students need to follow the progression guidelines that the Music Ed. department offers in the "Teacher Candidate Handbook." Completion of these requirements and a recommendation from the Music Department dispositions committee in the Fall of the Junior year will qualify the student to apply to the Division of Education.

MUSIC EDUCATION PRE-K-12—B.S.

New York State Registered Program Code: 23876
 HEGIS Code: 1005.00 (Music, Liberal Arts Program)
 Molloy Program of Study Code: MUEBS

General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See **NOTE**

Education Special Subjects General Education Requirements: None required for Music Education — (0 credits) See **NOTE**

Arts and Fine Arts (1 discipline) (3 credits): ART History

English and Modern Languages (1 of each discipline) (9 credits): ENG 110; ENG 262/ENG 366 (required for Education majors); Modern Language

	<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 204 (required for Education majors)	9
	<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; and Science course	6
Credits		
--	<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
	<i>Physical Education (1 credit):</i> PED	1
--	<i>Core Course (4 credits):</i> COR	4
	Music Theory Placement Requirement (0-2 credits* pending waiver):	
3	MUS 101* Theory Fundamentals (<i>Students who fail the department's Theory Placement Exam must complete 2 additional credits beyond total degree minimum</i>)	(0-2)
9	Total Major Requirements - MUS (61 credits varies*):	
	Music Core Requirements (37 credits):	
	MUS 102 Sight Singing/Ear Training I	2
	MUS 112 Harmony I	3



MUS 114 Computer Writing - Music (For 1 credit)	
MUS 116 Form and Analysis	1
MUS 199 History of Music I	3
MUS 200 History of Music II	3
MUS 203 Music in the Twentieth Century	3
MUS 204 Sight Singing/Ear Training II	2
MUS 206 Sight Singing/Ear Training III	2
MUS 213 Harmony II	3
MUS 216 Orchestration I	3
MUS 218 Conducting I	2
MUS 223 Keyboard Harmony I	1
MUS 226 Conducting II	2
MUS 314 Harmony III	3
MUS 315 Keyboard Harmony II	1
Music History Electives Requirement (6 credits minimum)	6
Applied Music Requirement (7 credits)*:	7
Select Applied Music courses from: MUS 125-154	*
Ensemble Requirement (3 credits)**:	3
MUS 166 Vocal Ensemble	**
MUS 167 Chamber Singers	**
MUS 168 Opera Ensemble	**
MUS 174 Chamber Ensemble	**
MUS 175 Jazz and Contemporary Music Ensemble	**
MUS 176 Percussion Ensemble	**
MUS 182 Concert Choir	**
MUS 184 Brass Ensemble	**
MUS 185 Guitar Ensemble	**
MUS 186 String Ensemble	**
MUS 187 Woodwind Ensemble	**
MUS 190 Orchestra	**
Recital Attendance Requirement (0 credits)***:	0
MUS 010 Recital Attendance (Required for 7 semesters)	***
Music Education Requirements (8 credits):	
MUS 106 Fundamentals of Guitar or MUS 207 Advanced Class Guitar	1
MUS 110 Class Piano or MUS 111 Advanced Class Piano	1
MUS 118 String Class	1
MUS 119 Woodwind Class	1
MUS 120 Brass Class	1
MUS 121 Percussion Class	1
MUS 161 Introduction to Digital Audio	1
MUS 195 Vocal Techniques	1
MUS 250 Music Education Seminar (Required for 7 semesters)	0
NOTE: MUS 219 and MUS 222 are part of the Education Phase II requirements	--

Education/Childhood/Special Subjects/ Music Education Requirements (25 total credits):	
APPRENTICE PHASES (10 credits)	
Sophomore or Junior Year	
EDU 301 E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Phase	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting (2 hours a week in a local school)	0
PRE-PROFESSIONAL SEMESTER (6 credits)	
Fall of Senior Year	
MUS 219 Music for Children Methods	3
MUS 222 Secondary Music methods	3
EDU 369 Field Experience in a School Setting: Music Education	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 488 Student Teaching Seminar	1
EDU 489 Music Education - Student Teaching	8
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Elective. If MUS 101 is required for 2 credits, it can be used to adjust Electives. If FST is waived, review Electives needed with advisor.	1
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Total:	128-130

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the General Education requirement: MUS 200. The Education Special Subjects General Education requirement for a second Math and a second lab science is waived for Music Education majors.

Programs for Music Therapy Majors

The B.S. Program in Music Therapy provides students with the necessary theoretical knowledge, practical techniques and clinical experience required to use music as a therapeutic modality with children and adults who have special needs. The program is interdisciplinary and incorporates both the music coursework to develop students' musicianship skills, and the coursework in Psychology to provide models for evaluations and treatment

of clinical populations. Courses in Music Therapy include the theoretical basis for music as therapy and music in therapy, exploration of clinical techniques and models, training in clinical improvisation, music therapy lab experiences and fieldwork experiences at clinical sites on Long Island and the Metropolitan area. The culminating experience of the student's training is a 900 hour clinical internship completed in the senior year.

The B.S. in Music Therapy—the only B.S. program on Long Island that is approved by the American Music Therapy Association (AMTA). Graduates of Molloy's dynamic program are eligible to sit for the Board Certification Exam in Music Therapy. Upon passing this exam, the student acquires the credential, Music Therapist—Board Certified (MT-BC).

PROGRAM PROGRESSION FOR MUSIC THERAPY MAJORS

Students must follow the professional dispositions and progression guidelines in the "Music Therapy Student Handbook." Additionally, students are required to adhere to the Molloy College and Music Department standards and guidelines, as well as the "American Music Therapy Association (AMTA) Professional Competencies and the Code of Ethics" throughout their academic career at Molloy. Students will engage in self-reflection and self-assessment in all required Music Therapy courses. In addition, as a team, the faculty and on-site supervisors will guide and monitor student progress according to specific academic and clinical performance standards, each semester. Students' overall work, maturity level, writing ability and professional dispositions will be assessed in order to determine whether or not they can proceed to the next phase of Music Therapy training. (See the Music Therapy Student Handbook.) Students must demonstrate their proficiency in the requirements listed below:

- Grades of a "C+" or better are required in all music, music therapy Major coursework and Related coursework (psychology requirements.) The same Music Therapy or psychology course may be repeated one time only. Failure to attain a grade of at least "C+" the second time necessitates withdrawal from the program. Students may withdraw from the same music course no more than once. Failure of a third music therapy course will result in dismissal from the music therapy program. The department reserves the right to review and modify this failure policy.
- Students must pass a music therapy jury (which is a formal evaluation of music skills by Departmental Faculty) with a minimum score of "85" prior to Music Therapy Fieldwork I (MUS 374.) These juries can be repeated one time. Failure to attain at least an "85" from each jury panel member when taking a jury for the second time necessitates withdrawal from the program.
- Students must meet Professional Disposition Competencies. (See Student Handbook).
- Students must pass a music therapy jury with a minimum score of "90" from each jury panel member in order to begin Music Therapy Internship (MUS 460). These juries can be repeated one time. Failure to attain at least a "90" when taking a jury for the second time necessitates withdrawal from the program.
- Students may withdraw from a required music course only one time.
- Upon completion of these requirements and with a recommendation from the Music Therapy faculty and

on-site supervisors, students are qualified to proceed to the next phase of clinical training.

MUSIC THERAPY—B.S.

New York State Registered Program Code: 84238
HEGIS Code: 1099.00 (Fine and Applied Arts Other)
Molloy Program of Study Code: MUTBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE	
<i>Arts and Fine Arts (1 out of 2 disciplines) (3 credits):</i> ART History/COM Speech	3
<i>English and Modern Languages (1 of each discipline) (3 credits):</i> ENG 110; (See Related Requirements for Modern Language and Modern Language/Literature requirements)	3
<i>Social and Behavioral Sciences (2 out of 3 disciplines) (6 credits):</i> HIS/POL/SOC	6
<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; and Science course	6
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Music Theory Placement Requirement (0-2 credits* pending waiver):	
MUS 101* Theory Fundamentals (<i>Students who fail the department's Theory Placement Exam must complete 2 additional credits from Electives</i>)	(0-2)
Major Requirements - (71-74 credits varies* pending Ensemble credits, not including Music Theory Placement):	
Music Core Requirements (27 credits):	
MUS 102 Theory and Sight Singing II	2
MUS 112 Harmony I	3
<i>Take either* MUS 114 or MUS 161 (1 credit):</i>	1
MUS 114 Computer Writing-Music	*
MUS 161 Introduction to Digital Audio	*
MUS 199 History of Music I	3
MUS 200 History of Music II	3
MUS 204 Sight Singing/Ear Training II	2
MUS 206 Sight Singing/Ear Training III	2
MUS 213 Harmony II	3
MUS 223 Keyboard Harmony	1
<i>Complete either* MUS 106, 110, 111/126/154/207 or 220 (3 credits required):</i>	3
MUS 106 Fundamentals of Guitar (1-3)	*
MUS 110 Class Piano (1-3)	*
MUS 111 Advanced Class Piano (1-3)	*
MUS 126 Applied Piano (1)	*

MUS 154 Applied Guitar (1)	*
MUS 161 Introduction to Digital Audio	*
MUS 195 Vocal Techniques	
MUS 207 Advanced Class Guitar (1-3)	*
MUS 220 Piano Accompaniment (1-3)	*
MUS 314 Harmony III	3
MUS 315 Keyboard Harmony II	1
Music Therapy Requirements (35 credits):	
MUS 158 Introduction to Music Therapy	3
MUS 191 Percussion Workshop I	1
MUS 272 Music Therapy: Theories and Methods I	3
MUS 273 Music Therapy: Theories and Methods II	3
<i>Complete MUS 283 twice* for 1 credit each time:</i>	2
MUS 283 Music Therapy Lab (2 credits total)	*
MUS 374 Music Therapy Fieldwork I	3
MUS 375 Music Therapy Fieldwork II	3
MUS 379 Music Therapy Clinical Documentation	1
MUS 380 Professional Skills for Music Therapists	1
MUS 395 Introduction to Music Therapy Research	3
<i>Complete two Clinical Improvisations</i> (6 credits):	
MUS 378 Clinical Improvisation	3
MUS 382 Clinical Piano Improvisation	3
<i>Complete two Internships</i> (6 credits):	
MUS 460 Music Therapy Internship I	3
MUS 461 Music Therapy Internship II	3
Applied Music Requirements - (8 credits)***:	8
Select Applied Music courses from: MUS 125-154	***
Ensemble Requirements - Complete from the following courses (0-2 credits)****:	0-2
MUS 166 Vocal Ensemble	****
MUS 167 Chamber Singers	****
MUS 168 Opera Ensemble	****
MUS 172 Interactive Technology Ensemble	****
MUS 174 Chamber Ensemble	****
MUS 175 Jazz and Contemporary Music Ensemble	****
MUS 176 Percussion Ensemble	****
MUS 182 Concert Choir	****
MUS 184 Brass Ensemble	****
MUS 185 Guitar Ensemble	****
MUS 186 String Ensemble	****
MUS 187 Woodwind Ensemble	****
MUS 190 Orchestra	****
Vocal Requirement (1 credit)*****:	1-2

MUS 166 Vocal Ensemble, MUS 167 Chamber Singers, MUS 182 Concert Choir, MUS 194 Singing and Signing or MUS 130 Applied Voice (MUS 166, MUS 167, MUS 168 or MUS 182 may be taken for 0-1 credit, but should be taken for credit)	*****
MUS 195 Vocal Techniques (1 credit)	*****
Recital Attendance Requirement (0 credits)***:	0
MUS 010 Recital Attendance (Required for 8 semesters)	***
Related Requirements (18 credits):	
<i>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</i>	3
<i>Take 3 additional credits in a second Modern Language or a Literature:</i>	3
Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses	*
Literature: Refer to the General Education Section of the Catalog for appropriate courses	*
PSY 111 General Psychology	3
PSY 204 Developmental Psychology	3
PSY 326 Abnormal Psychology	3
PSY Elective (With Advisor's Approval)	3
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives. If MUS 101 is required for 2 credits, take 2 less Electives. Adjust Electives for Ensemble credits.	7
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major and Related requirements will also satisfy the General Education requirement: MUS 200 and PSY 111. The Modern Language and Modern Language/Literature requirements are met as 6 credits of Related Requirements.

Programs for Dual Degree Music Therapy Majors

The B.S./M.S. Dual Degree Program in Music Therapy provides students with the necessary theoretical knowledge, practical techniques and clinical experience required to use music as a therapeutic modality with children and adults having special needs. The program is interdisciplinary and incorporates both the music coursework to develop students' musicianship skills, and

the coursework in Psychology to provide models for evaluations and treatment of clinical populations. Courses in Music Therapy and Music Psychotherapy include the theoretical basis for music as therapy and music in therapy, exploration of clinical techniques and models, training in clinical improvisation, music therapy lab experiences and fieldwork experiences at clinical sites on Long Island and the Metropolitan area. The culminating experience of the student's training is a 900 hour clinical internship completed in the senior year.

The B.S./M.S. Dual Degree in Music Therapy—the only B.S. program on Long Island that is approved by the American Music Therapy Association (AMTA). Graduates of Molloy's dynamic program are eligible to sit for the Board Certification Exam in Music Therapy. Upon passing this exam, the student acquires the credential, Music Therapist—Board Certified (MT–BC).

PROGRAM PROGRESSION FOR MUSIC THERAPY MAJORS

Progression requirements are:

- A grade of "B" or better is necessary for all required music and music therapy courses. These courses can be repeated one time. Failure to attain a grade of at least "B" when taking a music or music therapy course for the second time for the second time will necessitate withdrawal from the program.
- Students must pass a music therapy dual degree jury (which is a formal evaluation of music skills by Departmental Faculty) with a minimum score of "85" prior to Music Therapy Fieldwork I (MUS 374) and again prior to Music Therapy Fieldwork II (MUS 375). These juries can be repeated one time. Failure to attain at least an "85" when taking a jury for the second time necessitates withdrawal from the program.
- Students must pass a music therapy jury with a minimum score of "90" in order to begin Music Therapy Internship (MUS 520). These juries can be repeated one time. Failure to attain at least a "90" when taking a jury for the second time necessitates withdrawal from the program.
- Students may withdraw from a required music course only one time.
- Students must meet Professional Disposition Competencies. (See Student Handbook).

Requirements for Acceptance into Dual Degree Program (DDP) in Music Therapy:

The Dual Degree Program (DDP) allows students to build on their knowledge base and expedite their training. The DDP permits students to replace nine credits of baccalaureate study with nine credits of master's study. Students apply to the Dual Degree at the end of their Junior year.

- Students are required to have a strong academic background and maintain a minimum cumulative grade point average of 3.0 (on a 4.0 scale).
- Students need to receive a "B" or better in ALL music courses as well as in Abnormal Psychology and Developmental Psychology.
- A personal interview regarding the student's eligibility is required.
- Student must be able to pass the Music Therapy Internship jury with a score of "90" or better on both guitar and piano.
- Additional assessments will be employed prior to matriculation in graduate programs. (See the Music

Therapy Handbook.)

- Students must meet Professional Disposition Competencies (see student handbook).

MUSIC THERAPY—B.S. (DUAL DEGREE M.S.)

New York State Registered Program Code: 32101

HEGIS Code: 1099.00 (Fine and Applied Arts Other)

Molloy Program of Study Code: MUDBS

		Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE		
<i>Arts and Fine Arts (1 out of 2 disciplines) (3 credits):</i> ART History/COM Speech		3
<i>English and Modern Languages (1 of each discipline) (3 credits):</i> ENG 110; (See Related Requirements for Modern Language and Modern Language/Literature requirements)		3
<i>Social and Behavioral Sciences (2 out of 3 disciplines) (6 credits):</i> HIS/POL/SOC		6
<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; and Science course		6
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH		
<i>Physical Education (1 credit):</i> PED		1
<i>Core Course (4 credits):</i> COR		4
Music Theory Placement Requirement (0-2 credits* pending waiver):		
MUS 101* Theory Fundamentals (<i>Students who fail the department's Theory Placement Exam must complete 2 additional credits from Electives</i>)		(0-2)
Major Requirements - (71-74 credits varies* pending Ensemble credits, not including Music Theory Placement):		
Music Core Requirements (27 credits):		
MUS 102 Theory and Sight Singing II		2
MUS 112 Harmony I		3
<i>Complete either* MUS 114 or MUS 161 (1 credit):</i>		
MUS 114 Computer Writing-Music		*
MUS 161 Introduction to Digital Audio		*
MUS 199 History of Music I		3
MUS 200 History of Music II		3
MUS 204 Sight Singing/Ear Training II		2
MUS 206 Sight Singing/Ear Training III		2
MUS 213 Harmony II		3
MUS 223 Keyboard Harmony		1
<i>Complete either** MUS 106, 110, 111/126/154/207 or 220 (3 credits required):</i>		
MUS 106 Fundamentals of Guitar (1-3)		**
MUS 110 Class Piano (1-3)		**

MUS 111 Advanced Class Piano (1-3)	**	MUS 187 Woodwind Ensemble	****
MUS 126 Applied Piano (1)	**	MUS 190 Orchestra	****
MUS 154 Applied Guitar (1)	**	Vocal Requirement ***** (1 credit):	1-2
MUS 161 Introduction to Digital Audio	**	MUS 166 Vocal Ensemble, MUS 167 Chamber Singers, MUS 182 Concert Choir, MUS 194 Singing and Signing or MUS 130 Applied Voice (MUS 166, MUS 167 or MUS 182 may be taken for 0-1 credit, but should be taken for credit)	*****
MUS 195 Vocal Techniques	**	MUS 195 Vocal Techniques (1 credit)	*****
MUS 207 Advanced Class Guitar (1-3)	**	Recital Attendance Requirement (0 credits)*****:	0
MUS 220 Piano Accompaniment (1-3)	**	MUS 010 Recital Attendance (Required for 8 semesters)	*****
MUS 314 Harmony III	3	Related Requirements (18 credits):	
MUS 315 Keyboard Harmony II	1	<i>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</i>	3
Music Therapy Requirements (35 credits):		<i>Take 3 additional credits in a second Modern Language or a Literature:</i>	3
<i>Complete either* MUS 107 (for transfer students only) or MUS 158 (3 credits):</i>	3	Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses	*
MUS 107 Introduction to Music and Healing	*	Literature: Refer to the General Education Section of the Catalog for appropriate courses	*
MUS 158 Introduction to Music Therapy	*	PSY 111 General Psychology	3
MUS 191 Percussion Workshop I	1	PSY 204 Developmental Psychology	3
MUS 272 Music Therapy: Theories and Methods I	3	PSY 326 Abnormal Psychology	3
MUS 273 Music Therapy: Theories and Methods II	3	PSY Elective (With Advisor's Approval)	3
<i>Complete MUS 283 twice** for 1 credit each time:</i>	2	Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives. If MUS 101 is required for 2 credits, take 2 less Electives. Adjust Electives for Ensemble credits.	7
MUS 283 Music Therapy Lab (2 credits total)	**	<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
MUS 374 Music Therapy Fieldwork I	3	Total:	128
MUS 375 Music Therapy Fieldwork II	3		
MUS 379 Music Therapy Clinical Documentation	1		
MUS 380 Professional Skills for Music Therapy	1		
MUS 395 Introduction to Music Therapy Research	3		
<i>Complete two Clinical Improvisations (6 credits):</i>			
MUS 378 Clinical Improvisation	3		
MUS 382/MUS 526 Clinical Piano Improvisation	3		
<i>Complete Internships:</i>			
MUS 460/MUS 520 Music Therapy Internship I	3		
MUS 461/MUS 521 Music Therapy Internship II	3		
Applied Music Requirements - (8 credits)***:	8		
Select Applied Music courses from: MUS 125-154	***		
Ensemble Requirement - Complete from the following courses (0-2 credits)****:	0-2		
MUS 166 Vocal Ensemble	****		
MUS 167 Chamber Singers	****		
MUS 168 Opera Ensemble	****		
MUS 172 Interactive Technology Ensemble	****		
MUS 174 Chamber Ensemble	****		
MUS 175 Jazz Ensemble	****		
MUS 176 Percussion Ensemble	****		
MUS 182 Concert Choir	****		
MUS 184 Brass Ensemble	****		
MUS 185 Guitar Ensemble	****		
MUS 186 String Ensemble	****		

MUS 520 Internship I	MUS 460
MUS 521 Internship II	MUS 461
MUS 529 Basic Theories of Psychotherapy and Their Relationship to Music Therapy	Related Psychology Course

Dual degree students must be awarded a bachelor's degree prior to being formally accepted into the MS program. Dual degree students will need to be assessed by the Program Director prior to matriculating in the graduate program. (See the Music Therapy Student Handbook for guidelines.) No additional graduate-level courses other than those specified in this catalog as approved for substitution may be taken until the award of the bachelor's degree.

Philosophy

The Center for Social and Ethical Concerns
1079 Hempstead Avenue
516.323.3340

Howard Ponzer, Chairperson

Professors: Howard Ponzer, Michael S. Russo

Associate Professor: John Yanovitch

Assistant Professor: Kimberly Engels

Adjunct Associate Professor: Joseph Metz

Adjunct Assistant Professors: Rafael Rustico Macaranas, Peter Mango, Joseph Marino

Adjunct Instructors: Nathaniel Brown, Eric Karahalis, Mark Murync, Thomas Scanlon, Bartholomew Slaninka

GOALS

- The highest priority of the Philosophy Department is to provide a place of freedom for the expression, discussion and criticism of ideas by the members of the Molloy College Community.
- As an integral part of every Molloy student's core curriculum, the Department aids in developing aptitudes in logic, ethical decision-making and critical reflection on theory and praxis in today's world.
- The Department offers a solid foundation to majors desiring to pursue a graduate degree in philosophy.

DOUBLE MAJORS

Philosophy majors are trained to be critical thinkers, to have a high level of moral awareness and to be proficient oral and written communicators—skills that are highly prized by prospective employers. Philosophy graduates can be found working as lawyers, teachers, diplomats, researchers, social workers, entrepreneurs and high-level members of nonprofit and governmental organizations. For students not wishing to pursue a graduate degree in Philosophy, the department strongly encourages a Double Major, pairing Philosophy with a Bachelor's degree in such disciplines as Art, Business, Criminal Justice, English, History and Political Science, Modern Languages or Sociology.

GENERAL EDUCATION REQUIREMENTS

All students are required to take at least 3 credits in Philosophy. Students may select any course with a PHI designation with the exception of courses restricted to Philosophy majors or minors (PHI 498 or PHI 499) to fulfill their Philosophy requirements. **Students are also required to take one Ethics course. See courses listed under the designation ETH.** (ETH 505 is intended for Dual Degree Nursing students only)

INTERDISCIPLINARY STUDIES

Courses for an Interdisciplinary Studies concentration in Philosophy must be selected in consultation with the Chairperson of the Philosophy Department.

MINORS

The Philosophy department offers minors in Philosophy and Applied Ethics. Minor requirements are described in the section of the catalog on Minors.

Programs for Philosophy Majors

PHILOSOPHY—B.A.

New York State Registered Program Code: 07463

HEGIS Code: 1509.00 {Philosophy}

Molloy Program of Study Code: PHIBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (3 credits):</i> ENG 110; (See Related Requirements for Modern Language and Modern Language/Literature requirements)	3
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; and Science course	6
<i>Philosophy, Theology/Religious Studies and Ethics (1 discipline) (3 credits):</i> TRS	3
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (36 credits):	
<i>Complete either PHI 100 or PHI 225H (3 credits*):</i>	3
PHI 100 Philosophy: The Pursuit of Wisdom	*
PHI 225H (Honors) Civilized Ideas (Honors Program students)	*
PHI 102 Critical Thinking	3
PHI 213 Ancient Philosophy	3
PHI 259 Modern Philosophy (Descartes to Kant)	3
PHI 498 Internship in Philosophy	3

PHI 499 Research Seminar	3
<i>Complete 3 credits** of ETH 250 or any one Ethics course (3 credits):</i>	3
ETH 250 Ethics: Theory and Practice	**
Any ETH course	**
<i>Complete 6 credits*** from the History of Philosophy field:</i>	6
PHI 215 Medieval Philosophy	***
PHI 217 Nineteenth Century: Freedom and Revolution	***
PHI 261 Contemporary Philosophy	***
<i>Complete 9 additional credits of Philosophy/Ethics (9 credits)</i>	9
Related Requirements (6 credits):	
<i>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</i>	3
<i>Take 3 credits in a second Modern Language or a Literature:</i>	3

Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses	****
Literature: Refer to the General Education Section of the Catalog for appropriate courses	****
Electives: 20 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts towards required Electives.	54
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 32, because the following Major and Related requirements will also satisfy the General Education requirement: PHI 100/225H, and the ETH 250/Any Ethics course. The Modern Language and Modern Language/Literature requirements are met as 6 credits of Related Requirements.

Recommended elective courses in consultation with advisor:



Generally, majors considering graduate work are strongly encouraged to take elective courses in areas that will improve their critical thinking and oral and written communications skills (e.g., English, history, political science, communication arts, sociology or theology), to take additional upper-level philosophy classes or to take classes in a foreign language that will develop their language proficiency. Philosophy majors are also invited to take classes that are interesting and engaging to them from any academic discipline (e.g., art, music, science, math, etc.).

All Philosophy majors not doing Pre-Law will be strongly encouraged to have a second major. Currently the Philosophy department has collaborative arrangements for double majors with numerous academic departments.

PHILOSOPHY FOR PRE-LAW

The law affects every area of life, and lawyers work in every conceivable field. As a result, the law offers many opportunities for personal and career advancement as well as for public service. The possibilities for those with law degrees are endless. Law graduates work with corporations, public service organizations, universities or as solo practitioners. Many graduates use the skills obtained from their law education to pursue careers outside the legal profession. Whatever one's chosen field, a legal education provides excellent skills for the future.

Although students can choose virtually any major as a preparation for Law School, the discipline of philosophy specifically promotes and develops the pre-law student's thinking skills and mental discipline. Because of the intimate and selective nature of the Philosophy Department at Molloy, students who choose to major in philosophy receive personalized instruction in small-sized classes from experts in their own fields. Among the other advantages of majoring in Philosophy for Pre-Law at Molloy College are:

- The presence of an experienced Pre-Law advisor to assist students in their academic and career decisions
- Specialized courses to train the student in critical thinking, argumentation and effective communication in anticipation of a career in Law
- Internships available
- The opportunity to spend a semester or full year studying philosophy at the renowned Institute of Philosophy of the University of Leuven in Belgium or Blackfriar's College at Oxford University, England
- LSAT preparation for all Philosophy majors
- The S. Janet A. Fitzgerald Scholarship available to a Molloy student majoring in Philosophy.

Major Requirements: Philosophy major requirements

Recommended Philosophy Electives: ETH 254, PHI 237, 255, 256, 310, 340, 498, 499.

Recommended Outside Electives: BLW 240, BLW 241, CRJ 101, CRJ 103, CRJ 263, CRJ 280, CRJ 281, ECO 251, ECO 252, ENG 231, ENG 236, ENG 365, POL 100, POL 101, POL 200, POL 302, POL 303, SOC 232, SOC 238, SOC 241, SOC 283, SWK 348.

Theatre Arts: Molloy/ CAP21

W107, Wilbur Arts Center
516.323.3971

Henry Fonte, Chairperson

Professor: Henry Fonte

Assistant Professor: Chris O'Connor

Professor of Practice: Spence Ford

Auxiliary Part-Time Faculty: Grant Chapman, Elizabeth Hess

Adjunct Instructor: James Bulleri

Conservatory Instructors: New York Theatre Professionals (40 to 45 individuals at any one time) who teach in the Molloy/CAP21 Manhattan Center.

GOALS AND OBJECTIVES

The primary goal of the Molloy/CAP21 BFA Theatre Arts Program is to offer students the highest level of practical and academic preparation to enter and compete in the professional theatre. The course of study in this program is divided between the Molloy College Campus in Rockville Centre and the Molloy/CAP21 Center in Manhattan. Students enrolled in the BFA Program engage in a rigorous and challenging course of study that involves both academic coursework and intensive conservatory training. The academic component of this training includes general education courses while the conservatory Studio courses focus on the practical application of musical theatre performance techniques. The training in singing, voice and speech, acting technique, dance, script analysis, music theory and private voice supports students in the development and refinement of their theatre arts skills. In addition, this training provides a solid foundation in audition technique and the business aspects of the professional theatre in order to help our students to, not only launch a professional career, but to also help them achieve life-long success in all aspects of theatre.

FACILITIES

In Manhattan: The Molloy/CAP21 Center in Manhattan is a multi-purpose complex comprised of various classroom and studio spaces ranging from small one-on-one teaching studios, dance studios, medium and large acting studios and a black-box theatre.

On the Molloy College Campus: Classes and Performances are held in a variety of venues across campus including two theatres: The Lucille B. Hays, a flexible black-box studio theatre, and The Madison Theatre, a 550 seat state-of-the-art proscenium stage.

For music classes at Molloy, the Music and Theatre Department facilities at both the Public Square and the Wilbur Arts Center consist of new classrooms, which are sound-treated, two electronic keyboard/computer labs, music practice rooms of various sizes, an ensemble rehearsal room and large rehearsal room.

ADMISSIONS REQUIREMENTS

In addition to being accepted academically by Molloy College, an interview and an audition are required. Also, a Music Theory Placement examination is required of all incoming students prior to registration.

AUDITIONS

Auditions are held throughout the fall and early spring in New York City, the Molloy Campus and at a number of audition conferences across the country. Please consult the Molloy Theatre Department webpage for details on how to set up an audition/interview.

Students will be required to audition for Molloy/CAP21 BFA Program with two contrasting 32 bar cuts of a song and a monologue from a published play.

MUSIC THEORY PLACEMENT EXAMINATION

As part of the degree requirements for the BFA in Theatre Arts program, students will receive formal training in Music. This training includes required coursework in Applied Voice Lessons, Piano, Music Theory and Sight Singing/Ear Training. All students will have private applied voice lessons, which are offered within the Studio Course all four years of the program.

All students must take the Music Theory Placement Examination for proper placement in Music courses.

The music courses are:

- MUS 110 Class Piano in the Fall semester of the Freshman year. (Depending on the results of the placement exam, MUS 110 can be waived.)
- MUS 101 Theory Fundamentals in the Spring of the Freshman year
- MUS 102 Sight Singing/Ear Training in the Fall of the Sophomore year

PROGRESSION AND ASSESSMENT REQUIREMENTS

Attendance at Molloy/CAP 21: During their first year of studies, students will take Studio Courses two days per week at the Molloy/CAP21 Center in Manhattan. During the subsequent three years, students will take Studio Courses at the Molloy/CAP21 Center in Manhattan three days per week. All other courses will be taken on the Molloy campus.

Student Performances: Although first-year B.F.A. students are not permitted to audition or participate in performances, they will enjoy numerous performance opportunities beginning in their sophomore year. These performances are held at the Molloy/CAP21 Center in Manhattan, Molloy's Hays Theatre or Molloy's The Madison Theatre.

In their final semester, B.F.A. students will participate in industry showcase opportunities in Manhattan designed to help them secure representation as they launch their performance careers.

Grading: Studio Courses will be team-taught by CAP21 conservatory instructors who are working industry professionals and graded by each individual instructor. All studio course grades will be combined into a final three or four credit grade for each of the eight semesters of study.

Progression: A grade of "C+" or better is required for the major requirements in the Theatre Arts courses for graduation. Courses are offered once yearly in sequence because each semester builds upon completion of the previous semester to meet prerequisite

requirements. The grade of "C+" or better is needed to progress to the next semester. Students may not continue to the next term without the required prerequisite courses. Students not obtaining necessary grades will be subject to withdrawal or dismissal from the program until they are qualified to return.

INTERDISCIPLINARY STUDIES

Students concentrating in Theatre Arts for their Interdisciplinary Studies degree must choose courses in consultation with the Departmental Chairperson. Only students who are former Theatre Arts majors may have a concentration in Theatre Arts.

Program for Theatre Arts Majors

THEATRE ARTS—B.F.A.

New York State Registered Program Code: 31171

HEGIS Code: 1007.00 {Dramatic Arts}

Molloy Program of Study Code: THABF

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (37 credits needed) See NOTE	
<i>Arts and Fine Arts (1 of 1 discipline) (3 credits):</i> ART History	3
<i>English and Modern Languages (1 of each discipline) (6 credits):</i> ENG 110; Modern Language (ASL allowed)	6
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> One SOC; one PSY; and one HIS/POL	9
<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; Science course	6
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Core Course (4 credits):</i> COR	4
Major Requirements (63 credits):	
THA 100 Acting I	3
THA 105 Theatre Arts Studio I	3
THA 110 Theatre Arts Studio II	3
THA 124 Voice and Speech for Acting	3
THA 200 Acting II: Story Theatre Project	3
THA 205 Theatre Arts Studio III	4
THA 210 Theatre Arts Studio IV	4
THA 215 History of Musical Theatre	3
THA 230 Stagecraft I	3
THA 300 Ensemble: Pop Rock	3
THA 305 Theatre Arts Studio V	4
THA 310 Theatre Arts Studio VI	4
THA 335 playwriting and Dramatic Structure	3
THA 342 Directing	3
THA 400 Theatre Production (may be taken in 6th or 7th semester)	3

THA 405 Theatre Arts Studio VII	4
THA 410 Theatre Arts Studio VIII	4
THA 415 Practicum	3
<i>Complete 3 credits of THA electives under consultation with advisor.</i>	3
THA 341 History of Theatre	*
THA 399 Production	*
THA 465 Theatre Internship	*
Related Requirements (13-14 credits):	
ENG 311 Shakespeare	3
MUS 101T Theory Fundamentals for Theatre Arts (<i>Students are required to take the Music Department's Theory Placement Exam prior to beginning the program. Anyone who fails must complete MUS 110 Class Piano for Theatre Arts prior to taking MUS 101</i>)	2-3
MUS 102T Sight Singing/Ear Training I for Theatre Arts	2
MUS 110 Class Piano (can be tested out of depending on placement exam)	1
PED 147 Ballet Dance for Theatre	2
PED 149 Jazz Dance	3
Electives: The Liberal Arts and Sciences (LAS) for a B.F.A. degree is met. FST 101 counts towards required Electives.	14-15
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 37, because the following Major and Related requirements will also satisfy the General Education requirement: ENG 311, PED 147 and THA 124. The Modern Language and requirement is met as 3 credits of Related Requirements.

Theology and Religious Studies

310 Fern Street
516.323.3360

Connie Lasher, Chairperson

Professors: A. Nicholas Fagnoli, Matthew R. Foster, Connie Lasher

Associate Professor: S. Vicki Toale, O.P.

Assistant Professor: Katherine Schmidt

Adjunct Professor: Rabbi Paul J. Joseph

Adjunct Associate Professor: Rev. H. Gaylon Barker

Adjunct Assistant Professors: Msgr. John A. Alesandro, Rev. K.J. Augustine, Walter Kleinmann, Claire Schirtzer

Adjunct Instructors: S. Patricia A. DeMarco, O.P., Paul T. Johnsen, Kevin J. McCormack, James Philipps, Diane M. Vella

The spiritual dimension of the human person is a basic element of human identity; thus, religious experience has been a central dimension of all human cultures. Religious literacy is essential for all educated persons in a global world. For this reason, both theology and religious studies play an indispensable role in a liberal arts curriculum. In accordance with the Dominican tradition that is Molloy's heritage, theology and religious studies are fundamental in the pursuit of truth in the context of the individual and collective search for meaning.

GOALS

- To assist students to reflect on and personally engage the search for meaning as a central dimension of human identity
- To prepare students to understand and engage intelligently with the breadth of human religious experience in today's culturally diverse world
- To enable students to critically assess and evaluate religious concepts in their historical and contemporary expressions, as these inform understandings of the sacred dimension of reality
- To develop students' ability to articulate and demonstrate moral reasoning.

Students who major in Theology and Religious Studies will be able:

- To explain passages of significant religious texts and scriptures in the context of historical, literary and theological criticism
- To explain the fundamental beliefs and rituals of Christianity in their historical development and in dialogue with the world's religious traditions
- To explain and apply theological and/or religious moral reasoning
- To demonstrate the methodologies of theology and/or religious studies in a major research paper.

GENERAL EDUCATION REQUIREMENTS

The Department of Theology and Religious Studies offers courses that fulfill General Education requirements in theology/religious studies and in ethics for an undergraduate degree and in ethics for some graduate degrees:

- The undergraduate General Education requirement for theology and religious studies can be fulfilled by any course offered by this department with the subject code of TRS. (This requirement is not fulfilled by any ethics courses, identified by the subject code of ETH.)
- The undergraduate General Education requirement for ethics can be fulfilled by any 200-level ETH course offered by either this department or the Philosophy Department. (None of the ethics courses are listed under either Theology and Religious Studies or Philosophy; instead, they are listed as a separate group of courses in this catalog under Ethics.)
- TRS courses are offered on an irregular basis, some

more frequently than others. To express interest in a particular course or for additional information on future offerings, contact the chairperson.

INTERDISCIPLINARY STUDIES

Students taking an Interdisciplinary Studies concentration in Theology and Religious Studies must select courses in consultation with the department chairperson. For requirements of the major in Interdisciplinary Childhood Education with a Theology concentration, see Programs for Interdisciplinary Studies Majors.

MINORS

The Theology and Religious Studies Department offers a minor in Theology. Minor requirements are described in the section of the catalog on Minors.

Program for Theology and Religious Studies Majors

THEOLOGY AND RELIGIOUS STUDIES—B.A.

New York State Registered Program Code: 07464

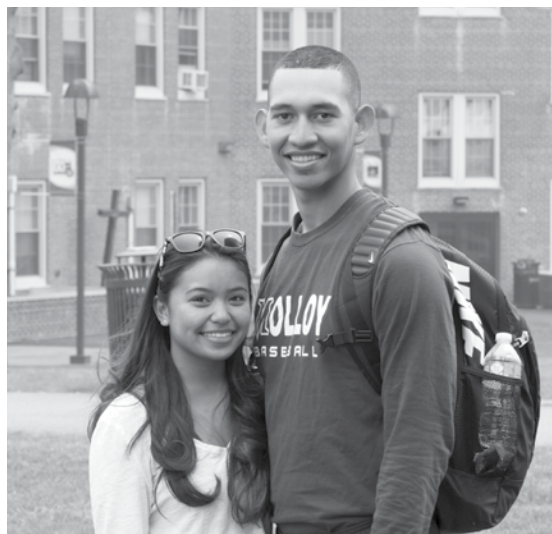
HEGIS Code: 1510.00 {Religious Studies [Excluding Theological Professions]}

Molloy Program of Study Code: TRSBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (3 credits):</i> ENG 110; (See Related Requirements for Modern Language and Modern Language/Literature requirements)	3
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (1 of each discipline) (6 credits):</i> MAT; and Science course	6
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (3 credits):</i> PHI	3
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (36 credits):	
Complete any one ETH course taught by faculty of the Department of Theology and Religious Studies (3 credits)	3
TRS 100 The Bible	3
TRS 221 The New Testament	3
TRS 227 The God Question	3
TRS 230 The Meaning of Jesus	3
TRS 273 The Church in History and Culture	3
TRS 274 Symbol and Ritual	3
TRS 491 Theology and Religious Studies Seminar	3

<i>Complete one* of the following: (3 credits):</i>	3
TRS 260 Judaism, Christianity, Islam	*
TRS 263 Judaism	*
TRS 265 Islam	*
TRS 281 Religions of Asia	*
<i>Complete 9 elective credits in TRS</i>	9
Related Requirements (6 credits):	
<i>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</i>	3
<i>Take 3 additional credits in a second Modern Language or a Literature:</i>	3
<i>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses</i>	**
<i>Literature: Refer to the General Education Section of the Catalog for appropriate courses</i>	**
Electives: 17 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts towards required Electives.	54
Recommended Electives: PHI 100 and one of the following: PHI 215, PHI 268, PHI 281, PHI 255 or PHI 256; and one of these: ENG 263 or SOC 266	
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, but has been adjusted to 32, because the following Major and Related requirements will also satisfy the General Education requirement: TRS 100 and any ETH course taught by faculty of the Theology and Religious Studies Department. The Modern Language and Modern Language/Literature requirements are met as 6 credits of Related Requirements.





Molloy
College



Division of Natural Sciences

Programs of Study

Letter from the Dean

of the Natural Sciences, Mathematics and Computer Studies, Allied Health Sciences and Communication Sciences and Disorders Division

Dear Student:

Welcome to the Division of Natural Sciences, Math and Computer Studies, Allied Health Sciences, and Communication Sciences and Disorders. We hope you will be impressed by the diversity of subjects and scope of the courses in each of the Departments in our Division.

During your course of study, you will find your educational experience enhanced by the expert advisement and accessibility you will receive from our talented and dedicated faculty. The Molloy College faculty is committed to fostering an atmosphere conducive to critical thinking, lifelong learning, as well as personal and professional growth. Our goal is to help you succeed academically so that you can flourish when you graduate and move confidently to your chosen career.

The Department of Biology, Chemistry, and Environmental Studies offers baccalaureate degrees in Biology as well as Earth and Environmental Studies. The career paths for these majors are multiple and varied. Students can major in Biology or Earth and Environmental Studies and participate in an undergraduate research program. Another career path is to earn certification for Biology/Adolescent Education (grades 7-12), Biology/Adolescent/Special Education, or Earth Science Adolescent Education. There are also opportunities to major in Biology and earn certification for Childhood Education (grades 1-6) / Early Childhood (grades Birth-2) or participate in a 5-year B.A./M.A. program.

The Department of Mathematics and Computer Studies reflects a field of study in demand and offers baccalaureate degrees in Mathematics, Computer Science, and Computer Information Systems. Additionally, students can pursue a Mathematics degree and become a teacher of Mathematics Adolescent Education (grades 7-12), Mathematics/Adolescent/Special Education, Childhood Education (grades 1-6) / Early Childhood (grades B-2) or participate in a 5-year B.A./M.A. program.

Allied Health Sciences offers programs which are dedicated to quality health care with two Associate degrees in Cardiovascular Technology and Respiratory Care. A baccalaureate degree can be earned in Nuclear Medicine Technology which leads to many opportunities in the health care field. There is also a Health Service Leadership program which supports career and academic advancement.

Communication Sciences and Disorders offers quality programs with both classroom and clinical-based learning through baccalaureate or master's level degrees leading to a career in speech language pathology. Graduates from the M.S. program in Communication Sciences and Disorders are prepared to seek clinical certification from the American Speech-Language-Hearing Association (ASHA).

The Division of Natural Sciences offers exceptional educational opportunities which are transformative and will promote a life-long commitment to learning. We are excited and privileged to support your academic and career goals.



Audrey Cohan, Ed.D.
Interim Dean of the Division and
Professor of Education



Mission Statement of the Natural Sciences Division

The Division of Natural Sciences, Mathematics, Computer Studies, Allied Health Sciences and Communication Sciences and Disorders at Molloy College is committed to academic excellence and holistic development. The goal of Science and Mathematics is the objective evaluation of natural phenomena through original research. The Computer Studies program enables adaptation and exploration in this rapidly evolving field. Allied Health Sciences and Communication Sciences and Disorders evaluate direct intervention with innovative medical technology to identify disease and disorder processes. Education in this Division is transformative, promoting a life-long commitment to leadership, mutual respect, and ethical and moral awareness in scientific, mathematical and clinical pursuits.

Allied Health Sciences

C220 William J. Casey Center
516.323.3384

Donna M. Fitzgerald, Chairperson

Associate Professor: Alphonso Quinones

Assistant Professors: Marc B. Fischer, Donna M. Fitzgerald, Michael J. Hartman, LaSaundra P. Haynes, Robert Tralongo

Instructor: Kathleen Morrison

Adjunct Instructors: Vincent D'Angelo, Margaret Doonan, William Kennedy, Michael W. Lairmore, Kathleen Luers, Maria Mazalkova, Larry Schlossberg, Mark Soffing, Martin Ukeje

Auxiliary Part-Time Instructors: William Robeson, Leon Lipkovich

Mission

The Allied Health Sciences Department and its programs are committed to cultivating excellence in health care education. The Allied Health Sciences Department provides programs that combine professional and liberal arts education. It is this education that provides compassionate, highly qualified, professionals to serve the community in the technologically advanced areas of the Allied Health Sciences. Students will have the professional competence and the critical thinking skills essential to thrive in rapidly developing professions in the health care industry. The Allied Health Sciences Department is dedicated to the development of ethically and socially responsible practitioners and leaders for a constantly evolving health care environment.

Programs for Health Service Leadership

The Health Service leadership program is designed to provide health professionals with opportunities for both career and academic advancement. The coursework will provide the professional with the leadership, administrative, and communication skills required in today's health care environment. Study will focus on financial management, legal issues, management information systems, organization and leadership, and research in health care. This curriculum will cultivate the leadership skills required to respond to the challenge of the rapidly changing healthcare industry.

Allied Health Science Students who wish to participate in the Health Service Leadership Program must earn a minimum of an AAS Degree in either Cardiovascular Technology, Nuclear Medicine Technology or Respiratory Care to fulfill the necessary requirements to complete the program in two academic years. Students transferring into Molloy College with an Associate's degree in a health field from another institution may require an additional semester depending on the liberal arts and science content of their transfer credits.

GOALS AND OBJECTIVES

- Provide health professionals with opportunities for both career and academic advancement.
- Provide the professional with the leadership, administrative, and communication skills required in today's health care environment.

ADMISSION REQUIREMENTS

This program is an advanced standing B.S. degree completion. It is designed for students who have completed an Associate's degree in a health profession. For additional admission requirements, please contact the Chairperson of Allied Health Sciences Department.

GRADING CRITERIA FOR PROGRESSION

- A student must have an overall 2.5 cumulative index prior to beginning Health Service Leadership courses.
- A grade of "C+" or better is necessary for all required HSL courses. (For related requirements, a grade of "C" or better is required.)

HEALTH SERVICE LEADERSHIP—B.S.

New York State Registered Program Code: 22386
HEGIS Code: 1299.00 {Health Professions Other}
Molloy Program of Study Code: HSLBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6



<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9):</i> HIS/POL/PSY/SOC	9
<i>Science (3 credits):</i> Science course	3
<i>Philosophy and Theology/Religious Studies (1 of each discipline) (6 credits):</i> PHI; TRS	6
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (21 credits) (See note):	
HSL 300 Overview of Health Care	3
HSL 302 Healthcare Information Management	3
HSL 306 Health Services - Organizations and Leadership	3
HSL 404 Financial Management in Healthcare Organization	3
HSL 410 Legal Issues in Health Service Leadership†	3
HSL 412 Research for the Health Professional‡	3
HSL 490 Seminar in Health Service Leadership	3
Related Requirements (9 credits):	
<i>Complete either CSC 102* or CIS 105* (3 credits):</i>	3

CIS/CSC 102 Computer Applications and CIS	*
CIS 105 Computer Applications for Business	*
ETH 288 Ethics and Health Care	3
MAT 115 Elementary Statistics	3
Electives: 14 Elective credits must be LAS credits for a BS degree. FST 101 counts as a LAS Required Elective.	60
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: It is assumed that certain Molloy College General Education requirements (ENG 110, BIO, PED) will have been completed in the student's associate's degree studies. If not, these requirements MUST be completed. Transfer students with 60 or more credits are required to take a four-credit college Core class. The other General Education Requirements include Art, Music, Communications, Language, English Literature, History, Political Science, Psychology, Sociology, Science, Philosophy and Theology. Elective credit available will vary. Of the 128 credits required for graduation, 60 must be in liberal arts and sciences. The Related Requirements of MAT 115 and ETH 288 also apply towards the General Education requirement, so the General Education of 44 minimum credits is adjusted to 38.

†For HSL 410, prior students with an Associate's Degree in Health Information Technology from Molloy have already completed HIT 121, a course equivalent to HSL 410, and should take HSL 420 in place of HSL 410.

‡For HSL 412, students with an Associate's Degree in CVT have already completed CVT 257, a course equivalent to HSL 412, and should take HSL 420 in place of HSL 412.

HSL Residency Requirement: Students must take all 21 credits of HSL coursework at Molloy College.

Cardiovascular Technology Program

SPECIALTIES

- Echocardiography
- Vascular Technology

GOAL

- To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains of cardiovascular technology practice as performed by registered cardiovascular technologists.

OBJECTIVES

- Student comprehension of the cardiovascular theories and practices necessary in hospitals and clinical facilities.
- Student skill in performing diagnostic, preventative, therapeutic and rehabilitative techniques needed to treat and care for patients with cardiovascular disease.
- Student ability to integrate cardiovascular knowledge with other disciplines with regard to making critical thinking decisions in professional practice settings.
- Student awareness of the concepts of self-evaluation, ethics, and cooperation required in the healthcare field.
- Student ability to interact appropriately with patients and medical staff, and to demonstrate proficiency with computerized, biomedical equipment.
- Student ability to assume entry-level cardiovascular technology positions, the foundation to move into supervisory roles, and the development of a greater appreciation for life-long learning.
- Student preparedness to sit for the national credentialing examination(s) offered by the American Registry for Diagnostic Medical Sonography (ARDMS) and/or Cardiovascular Credentialing International (CCI).
- Student readiness to work in a hospital, private office or clinical facility.

CLINICAL FACILITIES

Albert Einstein Hospital, Brookhaven Memorial Hospital Medical Center, Good Samaritan Hospital Medical Center, Gramercy Cardiac Diagnostic Services, Huntington Hospital, Laurelton Heart Specialist, Long Island Cardiac Care, Long Island Jewish Medical Center, Long Island Jewish Medical Center - Pediatric Cardiology, Long Island Jewish Valley Stream, Mercy Medical Center, Maimonides Medical Center, Manhattan Cardiology, Montefiore Medical Center, Mount Sinai Hospital, North Shore University Hospital, Northwell at Southside Hospital, NY Presbyterian/Queens, NY Preventative Cardiology Institute, South Bay Cardiovascular Associates, St. Francis Hospital, Winthrop University Hospital.

ADMISSIONS AND PROGRESSION REQUIREMENTS

- Pre-requisites: high school algebra, biology and

chemistry or its equivalent.

- Entering students are required to score a minimum of 480 on the Critical Reading section of the SAT exam or have completed ENG 101 with a minimum grade of "C" prior to beginning the program.
- Entering students are required to score a minimum of 450 on the Math SAT or are required to take and pass MAT 071 with a minimum grade of "C" prior to beginning the program. Students who do not have a Math SAT score must take and pass the math placement exam. Students who do not pass the math placement exam must take and pass MAT 071 with a minimum grade of "C" prior to beginning the program (see "Admissions Requirements for Freshmen and Transfers" in the front section of the Molloy College Catalog).
- Applicants may be required to have an interview with the program director at the department's discretion.
- All students accepted into the Program are required to provide a valid Basic Life Support (CPR) certification. This requirement must be fulfilled within the first semester of admission to the Program.
- All students are responsible for their own transportation to and from the clinical sites.
- Students may be required to have a background check and drug screening.
- Students in the Cardiovascular Technology Program are strongly encouraged to take a credentialing exam review course at the end of their senior year.
- Cardiovascular Technology coursework from other institutions is NOT eligible for transfer to the Molloy College Cardiovascular Technology Program.

GRADING CRITERIA FOR PROGRESSION

- A student must have an overall 2.5 Cumulative Index prior to beginning Cardiovascular Technology courses and maintain this index throughout their studies.
- A grade of "C+" or better is necessary for all required CVT major courses.
- A grade of "C+" or better is necessary for all related requirements.
- Grades of "C+" or better are required in all science and math courses. **The same science or math course may be repeated one time only. Failure on the re-take of the science or math course will result in a dismissal from the Program.**
- Students who do not follow the designed course progression and have a one or two semester lapse between clinical rotations, due to a need to repeat a course or a leave of absence, will be required to successfully complete challenge examinations and demonstrate clinical competence prior to enrolling in another clinical course. The need for such examinations will be determined on an individual basis. Please consult with the Clinical Coordinator.

- **The following policies apply when a student attains a grade below “C+” in CVT courses:**
 - CVT courses may be repeated one time. Failure to attain a grade of at least “C+” when taking a CVT course for the second time will necessitate withdrawal from the Program.
 - Clinical CVT courses may be repeated once with the permission of the Program Director. A subsequent failure to achieve a “C+” in any other clinical necessitates withdrawal from the Program.
 - A maximum of two CVT courses may be repeated in the major. On the third failure to achieve a “C+” the student will be removed from the Program.
 - Students may withdraw from the **same** CVT course no more than one time.
 - Students who have been withdrawn due to academic failure may not be readmitted to the CVT Program.

READMISSION

Students who left the Cardiovascular Technology Program in good standing and who are requesting readmission to the program are required to meet the following conditions for reinstatement:

- Clinical coursework completed more than three years ago in Molloy College’s Cardiovascular Technology Program must be repeated. The need for repetition of nonclinical course will be determined on an individual basis.
- Readmission to the Cardiovascular Technology Program for students who have taken Molloy College Cardiovascular Technology clinical courses within the past three-year period may require that students successfully complete challenge examinations and demonstrate clinical competence. The need for such examinations will be determined on an individual basis.

HEALTH REQUIREMENTS

All students are required to complete and provide documentation for a pre-entrance physical examination, an annual physical examination while enrolled in the Cardiovascular Technology Program, and requisite immunizations as outlined on the student health form. In addition, students must meet specified health requirements of individual clinical agencies.

NOTE: The Cardiovascular Technology Program reserves the right to make necessary program alterations in response to changes in professional cardiovascular technology practice and/or the healthcare delivery system.

CARDIOVASCULAR TECHNOLOGY—A.A.S.

New York State Registered Program Code: 22387
 HEGIS Code: 5207.00 {Radiologic Technologies [X-Ray, Etc.]}
 Molloy Program of Study Code: CVTAP

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (4 credits needed) See **NOTE**

ENG 110 College Composition	3
PED General Education Course	1

Major CVT Requirements (50 credits):

CVT 108 Electrophysiology	5
CVT 150 Cardiovascular Pharmacology	2
CVT 202 Ultrasound Physics I	3
CVT 203 Ultrasound Physics II	3
CVT 210 Cardiovascular Physiology I	3
CVT 211 Clinical Cardiovascular Medicine	2
CVT 212 Cardiovascular Physiology II	3
CVT 213 Clinical Cardiovascular Experience I	4
CVT 215 Clinical Cardiovascular Experience II	5

CVT 220 Clinical Cardiovascular Experience III	6
CVT 221 Cardiovascular Clinical Practicum I	5
CVT 240 Cardiovascular Specialty	6
CVT 257 Cardiovascular Scientific Research Techniques	3

Related Requirements (18 credits):

BIO 120 Anatomy and Physiology I	4
BIO 121 Anatomy and Physiology II	4
CHE 109 Fundamentals of Chemistry	1
ETH 288 Ethics and Health Care	3
MAT 116 College Algebra and Trigonometry	3
PHY 160 Physics for the Health Sciences	3

Electives Requirement:

FST 101 College Experience (If required)	0-1
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Total: **72-73**

NOTE: The General Education requirement is 13, and has been adjusted to 4, because the following Related requirements will also satisfy the General Education requirement: ETH 288; MAT 116; PHY 160.

Programs for Nuclear Medicine Technology

GOALS AND OBJECTIVES

- Familiarize students with the theories and practices concerned with the nuclear medicine area of a hospital or other clinical facility.
- Introduce students to the most recent imaging systems and radiopharmaceuticals and assure their competency in their use.
- Equip students with the knowledge base to perform proper diagnostic studies on patients and thus contribute to patient well-being.

- Insure student awareness of the importance of ethics, self-evaluation and cooperation in the health care field.
- Prepare students to qualify and sit for examinations leading to certification, registration and licensure.

FACILITIES

Nuclear Medicine Technology facilities at Mercy Medical Center, South Nassau Communities Hospital, Glen Cove Hospital, JT Mather Memorial Hospital, Long Island Jewish Valley Stream, Zwanger-Pesiri Radiology Group, Main Street Radiology, Good Samaritan Hospital, North Shore University Hospital, Long Island Jewish Medical Center, Maimonides Cancer Center (Alliance Healthcare), Maimonides Medical Center, Memorial Sloan Kettering, NCM-USE Pharmacy, New York Presbyterian/Queens, St. Francis Hospital, Winthrop University Hospital, Saint Catherine of Sienna, GE/Healthcare Pharmacy in Port Washington, Doshi Diagnostic, Mt. Sinai Medical Center, New York-Presbyterian Hospital/Columbia, as well as those of Molloy College will be available.

ADMISSIONS AND PROGRESSION REQUIREMENTS

- Male or female students, minimum age 18 years for clinical training.
- Prerequisite courses: high school algebra and one higher-level mathematics course, biology and chemistry (Grade of "C" or better).
- Good Health: Admission physical will be required. Applicants must be physically capable of moving nuclear medicine equipment and moving patients unable to walk, sit or stand by themselves.
- Personal Interview with NMT Program Director.
- Visit a Nuclear Medicine department to become familiar with the field.
- Approved by Admissions Advisory Committee.
- Students must obtain their own white uniform and I.D. badge.
- Students are required to maintain their own health/liability insurance.
- Students may be required to have a background check and drug screening and adhere to annual health requirements.

GRADING CRITERIA FOR PROGRESSION

- A student must have an overall 2.5 Cumulative Index prior to beginning Nuclear Medicine Technology courses.
- A grade of "C+" or better is necessary for all required Nuclear Medicine Technology major courses and math and science courses.
- The following policies apply when a student attains a grade below "C+" in NMT courses:
 - NMT courses may be repeated one time. Failure to attain a grade of at least "C+" when taking an NMT course for the second time will necessitate withdrawal from the Program.

- Clinical NMT courses may be repeated once with the permission of the Program Director. A subsequent failure to achieve a "C+" in any other clinical necessitates withdrawal from the Program.
- A maximum of two NMT courses may be repeated within the Major. On the third failure to achieve a "C+", the student will be removed from the Program.
- Students may withdraw from the **same** NMT course no more than one time.
- The same science or math course may be repeated one time only. Failure to achieve a "C+" or better on the re-take will result in a dismissed from the NMT program.
- Students who have been withdrawn due to academic failure may not be readmitted to the NMT Program.

NUCLEAR MEDICINE TECHNOLOGY—B.S.

New York State Registered Program Code: 35927

HEGIS Code: 1225.00 {Radiologic Technologies [baccalaureate and higher.]}

Molloy Program of Study Code: NMTBS

This new program will accept students beginning in the Fall of 2014.

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (3 credits):</i> One of either ART History/MUS History; and One COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (2 out of 3 disciplines) (6 credits):</i> HIS/POL/SOC	6
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits):</i> PHI and TRS	6
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major NMT Requirements (64 credits):	
NMT 299 Introduction to Fundamentals in Nuclear Medicine Technology	3
NMT 300 Radiation Physics	3
NMT 301 Patient Care in Nuclear Medicine Technology	3
NMT 302 Radio-Pharmaceutical Chemistry	3
NMT 303 Instrumentation and Computer Applications	3
NMT 304 Radiation Protection and Biology	3
NMT 305 Clinical Procedures I	3

NMT 306 Clinical Procedures II	3
NMT 307 Clinical Procedures III	3
NMT 310 Nuclear Medicine Internship I	1
NMT 311 Nuclear Medicine Internship II	3
NMT 312 Nuclear Medicine Internship III	3
NMT 315 Hematology and Immunology in Nuclear Medicine Technology	3
NMT 403 Advanced Imaging Physics	3
NMT 407 Nuclear Medicine/CT Cross Sectional Anatomy	3
NMT 408 Advanced Practice/Registry Review Nuclear Medicine Technology	3
NMT 409 Clinical Conference I and Management of Health Care Systems	3
NMT 412 Nuclear Medicine Internship IV	6
NMT 414 Nuclear Medicine Internship V	6
NMT 417 Clinical Conference II and Thesis Research	3
Related Requirements (31 credits):	
BIO 120 Anatomy and Physiology I	4
BIO 121 Anatomy and Physiology II	4
CHE 109 Fundamentals of Chemistry	1
CHE 112 Organic and Biological Chemistry	4
ETH 288 Ethics and Health Care	3
MAT 115 Elementary Statistics	3
MAT 116 College Algebra and Trigonometry	3
PHY 188 College Physics I	3
PHY189 College Physics II	3
PSY 111 General Psychology	3
Electives: The Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts as an Elective.	1
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor. When FST is waived, take one additional Elective.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 32, because the following Related requirements will also satisfy the General Education requirement: BIO 120; ETH 288; MAT 115; PSY 111.

Programs for Respiratory Care

GOAL

- To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists.

OBJECTIVES

- Student comprehension of the theories and practices concerned with the Respiratory and other patient care areas of a hospital or clinical facility.

- Student skill in performing diagnostic, preventive, therapeutic and rehabilitative techniques needed to treat and care for patients with a problem or disease in the respiratory area.
- Student ability to integrate Respiratory knowledge with knowledge from other disciplines in making professional practice decisions.
- Student awareness of the concepts of self-evaluation, ethics and cooperation required in the health care field.
- Student ease in dealing with patients, co-workers and sophisticated biomedical equipment.

FACILITIES

Respiratory Care facilities at Mercy Medical Center, North Shore University Hospital, Glen Cove Hospital, Long Island Jewish Valley Stream, Northwell Health at Southside Hospital, Northwell Health at Plainview Hospital, Good Samaritan Hospital, Huntington Hospital, Brookdale Medical Center, Kings County Hospital Center, Long Island Jewish Medical Center, Jamaica Hospital Medical Center, Lincoln Hospital, St. Joseph's Hospital, Flushing Hospital Medical Center, Harlem Hospital Center, as well as those of Molloy College will be available.

ADMISSIONS AND PROGRESSION REQUIREMENTS

- Pre-requisites: high school algebra, biology and chemistry or its equivalent.
- Entering students are required to score a minimum of 480 on the Critical Reading section of the SAT exam of have completed ENG 101 with a minimum grade of "C" prior to beginning the program.
- Entering students are required to score a minimum of 450 on the Math SAT or are required to take and pass MAT 071 with a minimum grade of "C" prior to beginning the program. Students who do not have a Math SAT score must take and pass the math placement exam. Students who do not pass the exam must take and pass MAT 071 with a minimum grade of "C" prior to beginning the program (see "admissions Requirements for Freshmen and Transfers" in front section of the Molloy College Catalog).
- Applicants may be required to have an interview with the program director at the department's discretion.
- All students accepted into the program are required to provide a valid Basic Life Support (CPR) certification. This requirement must be fulfilled in the first semester of admission to the program.
- All students are responsible for their own transportation to and from the clinical sites.
- Students are responsible for meeting all program requirements.
- Students of the Respiratory Program are strongly encouraged to take a credentialing exam review course at the end of their senior year.
- Students may be required to have a background check and drug screening.

- Respiratory Care coursework from other institutions is NOT eligible for transfer to the Molloy College Respiratory Care Program.
- Upon completion of the program and subsequent completion of the national board for Respiratory Care exams, students will submit an application for licensure. A component of the process is determination of “good moral character.” The application asks the applicant, “Have you ever been found guilty after trial, or pleaded guilty, no contest, or nolo contendere to a crime (felony or misdemeanor) in any court? Are criminal charges pending against you in any court?” (Please refer to the “New York State Education Department, Office of Professions, www.op.nysed.gov.) It is the student’s responsibility to seek legal guidance with any concern about meeting these criteria.

GRADING CRITERIA FOR PROGRESSION

- A student must have an overall 2.5 Cumulative Index prior to beginning Respiratory Care courses and maintain this index throughout their studies.
- A grade of “C+” or better is required for all Respiratory Care courses.
- A grade of “C+” or better is necessary for all related required courses.
- Grades of “C+” or better are required in all science and math courses. **The same science or math course may be repeated one time only. Failure on the re-take of the science or math course will result in a dismissal from the Program.**
- Students who do not follow the designed course progression and have a one or two semester lapse between clinical rotations, due to a need to repeat a course or a leave of absence, will be required to successfully complete challenge examinations and demonstrate clinical competence prior to enrolling in another clinical course. The need for such examinations will be determined on an individual basis. Please consult with the Director of Clinical Education.

The following priorities apply when a student attains a grade below “C+” in RES courses:

- RES courses may be repeated one time. Failure to attain a grade of at least “C+” when taking an RES course for the second time will necessitate withdrawal from the Program.
- Clinical RES courses may be repeated once with permission of the Program Director. A subsequent failure to achieve a “C+” in any other clinical necessitates withdrawal from the Program.
- A maximum of two RES courses may be repeated within the major. On the third failure to achieve a “C+”, the student will be removed from the Program.
- Students who have been withdrawn due to academic failure may not be readmitted to the RES Program.

- Students may withdraw from the **same** RES course no more than one time.

READMISSION

Students who left the Respiratory Care Program in good standing and who are requesting readmission to the program are required to meet the following conditions for reinstatement:

- Clinical course work completed more than three years ago in Molloy College’s Respiratory Care Program must be repeated. The need for repetition of nonclinical courses will be determined on an individual basis.
- Readmission to the Respiratory Care Program for students who have taken Molloy College Respiratory Care clinical courses within the past three-year period may require that students successfully complete challenge examinations and demonstrate clinical competence. The need for such examinations will be determined on an individual basis.

NOTE: The Respiratory Care Program reserves the right to make necessary program alterations in response to changes in professional respiratory care practice and/or the health care delivery system.

HEALTH REQUIREMENTS

All students are required to have a pre-entrance physical examination, annual physical exam and required immunizations on the College health form. In addition, students must meet specified health requirements of individual clinical agencies.

RESPIRATORY CARE—A.A.S.

New York State Registered Program Code: 89369
 HEGIS Code: 5215.00 (Inhalation Therapy Technologies)
 Molloy Program of Study Code: RESAP

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (4 credits needed) See

NOTE

ENG 110 College Composition	3
PED General Education Course	1
Major RES Requirements (43 credits):	
RES 101 Clinical Concepts	1
RES 102 Respiratory Care Laboratory	4
RES 110 Respiratory Science I	4
RES 125 Clinical Practicum I	2
RES 126 Respiratory Science II	6
RES 205 Clinical Practicum II	6
RES 244 Clinical Practicum III	1
RES 245 Respiratory Science IV	3
RES 248 Respiratory Science III	5
RES 250 Pharmacology	2
RES 253 Computers in Respiratory Care	2
RES 260 Clinical Medicine I	2
RES 265 Critical Thinking in Respiratory Care	2

RES 270 Clinical Practicum IV	3
Related Requirements (27 credits):	
BIO 120 Anatomy and Physiology I	4
BIO 121 Anatomy and Physiology II	4
BIO 245 Microbiology	4
CHE 113 Organic and Biological Chemistry for Allied Health (or equivalent - CHE 112)	3
ETH 288 Ethics and Health Care	3
<i>Complete one MAT course*, either:</i>	3
MAT 115 Elementary Statistics	*
MAT 116 College Algebra and Trigonometry	*
PHY 160 Physics for the Health Sciences	3
PSY 111 General Psychology	3
Electives Requirement:	
FST 101 College Experience (If required)	0-1
Total:	74-75

NOTE: The General Education requirement is 13, and has been adjusted to 4, because the following Related requirements will also satisfy the General Education requirement: ETH 288; MAT 115/116; PHY 160.

Biology, Chemistry and Environmental Studies

K302 Kellenberg Hall
516.323.3400

Christopher Massone, Chairperson

Professors Emeriti: Grace D. Matzen, S. M. Leo Francis Monaghan, O.P., Violet M. Morley

Professors: Pamela M. Monaco, Maureen M. Sanz, John T. Tanacredi, Anthony J. Tolvo, John H. Winter

Associate Professors: Saihan Borghjid, Noelle Cutter, Jodi Evans, Dennis Jackson, Mary Kusenda, Christopher Massone

Instructor: Michael Marino

Adjunct Assistant Professors: Thushara Abeyweera, Oluwakemi Babalola, Gregory Buzzell, Dennis Conklin, Richard Denton, Nasreen Dharsee, Andrew Fine, Idit Forkosh, Roger Gennari, Edward Langenback, Li Li, James Prego, Melinda Stoski, Forough Trop, Yu Zhang

Adjunct Instructors: Emily Anschlowar, Irene Bossert, Laura Candelaria, Frank Chisena, Stephen Della Croce, John Katsigeorgis, Janine Masotti, S. Ann Melber, C. Vincent Pane, Robert Porter, Jessica Tagliarino, Jeanette Vitale

PURPOSE

The Biology, Chemistry and Environmental Studies Department provides access to general education science requirements for the non-science student and provides the science curriculum for five

major programs in Biology and in two major programs in Earth and Environmental Studies. The professional standard of the science faculty serves as a model that students emulate and anticipate as members of the scientific community. To enable the distribution of quality science education, the Department and its curricular activities are rooted in the following directives:

- Encourage an appreciation for the classical approaches of scientific inquiry while implementing contemporary methodologies and techniques in the lecture and laboratory settings.
- Provide learning opportunities that encourage diversity of opinion, critical thinking and personal creativity in the service of scientific truth finding.
- Exercise the basic scientific principle that the study of similarities and differences among nonliving things and living organisms facilitates a better understanding of our relationship with the universe.
- Provide evidence that human decisions and activities have had a profound effect on the diversity of species, the environment and evolution of the planet.

GOALS

Within the context of a liberal arts education, the Department's comprehensive curriculum emphasizes the study of the fundamental laws and theories of science and the importance of scientific inquiry as a means of generating new concepts into general realities. The general education requirements and major programs offered by the Department enhance the intellectual and maturational capacities of students, provide a knowledge basis for a variety of undergraduate programs and successfully permit career choices in teaching, medicine, dentistry and theoretical or applied research.

OBJECTIVES

To implement the purpose and goal of the Department of Biology, Chemistry and Environmental Studies students will:

- Show evidence of critical thinking, application of the scientific method and the ability to accurately evaluate and discuss scientific knowledge in both written and oral presentation formats.
- Demonstrate laboratory skills befitting the student's exposure to a variety of laboratory protocols.
- Demonstrate an ability to synthesize investigated results in appropriate scientific style and support or defend final data analysis.
- Search, critically review and evaluate scientific research from the primary literature and know how it is the same or different from literature searches acquired from alternate sources, publications and facilities.
- Understand and adhere to the code of ethics within the scientific community that includes a harmonious and productive use of knowledge.
- Demonstrate the capacity to objectively relate scientific evidence and relevant contemporary issues as they ethically, politically and personally inform life-decisions.

BIOLOGY FACILITIES

The Department has four teaching laboratories for course work in General Biology, Anatomy and Physiology, Embryology Genetics, Comparative Anatomy, Cell Biology and Microbiology. Two advanced research laboratories enable protocols for molecular biology and cell tissue culture. These facilities support faculty research, independent study for the junior or senior science major and the integration of laboratory experiences that utilize methodologies including: recombinant DNA technology, cell hybridization, electrophoresis, in fluorescence microscopy and immunochemistry.

CERCOM (Center for Environmental Research and Coastal Oceans Monitoring) is located at the historic Blue Points Oyster Hatchery in West Sayville, CERCOM is a science research center and field station on the Great South Bay. CERCOM is committed to advancing knowledge and developing solutions to environmental problems in coastal ecosystems through a network of group-cooperative monitoring activities, captive breeding programs and research.

In partnership with monitoring networks at the federal, state, local and international levels, CERCOM provides the baseline data necessary to implement ecosystem-based management (EBM) recommendations. These recommendations assure the long-term health of estuarine environments on Long Island and focus attention on the ecosystem health of estuarine environments worldwide.

CHEMISTRY AND PHYSICS FACILITIES

The Department has two large teaching laboratories for work in Inorganic, Organic and Analytical Chemistry. A common instrumentation room services both Chemistry and Earth and Environmental Studies for infrared spectrophotometry, ICP spectrophotometry, gas chromatography and other high tech data analyses. One large combination teaching laboratory and lecture room accommodates the needs of General Physics and Earth Science. An attached microscopy room and darkroom are available for general use.

The undergraduate laboratory experience in all the sciences can be augmented by internships and field experiences with off-campus institutions that specialize in clinical and experimental/applied research in biology, earth and environmental sciences.

GENERAL EDUCATION REQUIREMENTS

The following Biology, Chemistry, Physics, Geography and Earth/Environmental Science courses fulfill the science requirement: BIO 110, 112, 114, 120, 126, 150, 151, 232, CHE 103, 110, 112, 113, 132, 200, ENV, 101, ESC 115, 125, 127, 130, PHY 270. The three-credit option in Science/Math may be any other course for which prerequisites are satisfied. Education majors must take lab science courses for the general education requirements.

GENERAL PREREQUISITES

SAT Critical Reading Score of 480 or higher is required for students who register for BIO 120, 121, 126, 127, 245; CHE 112, 132, 133 as well as, the College Admissions requirements of high school biology, chemistry, physics and mathematics. Mathematics SAT Score of 450 or better is required for students who register for BIO 126, 127, CHE 132, 133, PHY 270, or 271. The completion of BIO 110, 112, 120 or 126 is required for all other biology courses. (Check

the prerequisites noted for each course.)

DEPARTMENTAL HONORS

The Biology, Chemistry and Environmental Studies Department can award Departmental Honors in each of the three major programs. Criteria for this award include the following: achieving a 3.5 GPA in Biology courses by Spring of junior year.

INTERDISCIPLINARY STUDIES

Concentrations for the Interdisciplinary Studies majors are offered in Biology, Earth Science, Environmental Studies and Physical Science.

- Biology: BIO 120/121 or BIO 126/127, BIO 245, and nine credits including two 200+ level
- Earth Science: ESC 115, 125, 127, 130, and nine additional ESC credits
- Environmental Studies: ENV 101, 140, BIO 150, ESC 125, GEO 200, and six additional ENV credits
- Physical Science: CHE 132, 133, ESC 125, PHY 270, 271, and three additional ENV or ESC credits

INTERNSHIPS/FIELD EXPERIENCE

The Biology, Chemistry and Environmental Studies Department of Molloy College believes that Field Experience and Internships play a vital role in the preparation of students for a variety of careers. A Field Experience/Internship experience should be mutually beneficial to the student, the internship/field experience site and the academic department.

As part of the Earth and Environmental Studies major, all students must complete at least one semester of an off-campus internship. An internship makes the classroom's abstract theories and learned examples concrete by placing you in a real life work situation performing actual professional tasks. Molloy College Earth and Environmental Students will have the opportunity to have an internship at Molloy College's field station, CERCOM (Center for Environmental Research and Coastal Oceans Monitoring).

Below is a brief introduction intended to acquaint participants with the goals of an Internship/Field Experience, as well as detail the requirements and responsibilities inherent in the program.

Program Goals:

- To provide the students with a quality on-the-job experience, which facilitates the application of theory and skills learned in the classroom to work-related agenda.
- To provide the students with a quality experience that enables the acquisition of new understanding, ideas and skills that cannot be achieved in the classroom.
- To provide an opportunity for the students to examine the nature and functioning of an agency, organization or business.
- To provide an experience that develops the students' appreciation of professional work standards and practices.
- To facilitate student preparation for professional work in a chosen field.

Student Intern Responsibilities:

- To learn and perform tasks required by site supervisor in a professional and responsible manner.
- To intern a minimum of 120 hours during a given



semester (At least 10 hours per week for 12 weeks of a semester or any combination that equals 120 hours during a summer term. Exact hours per day and week may be negotiated. Final exam week is not included. Attendance and punctuality are important assessment components of the internship program.)

- To follow the Internship/Field Experience agency's rules and regulations.
- To maintain a daily reflective journal of internship activities. The journal is a tool designed to help the intern think things through, and should not be used merely to record events of the day. This log should be delivered or mailed to the faculty coordinator at appointed times throughout the internship.
- To meet with the faculty coordinator on appointed dates and times.
- To complete a mid-semester internship/field experience progress report and a final internship/field experience evaluation report.

An internship/field experience is a commitment to a particular organization and should be honored. If, however, due to some unforeseen circumstance, the student must withdraw from the internship/field experience, the student must first contact the

Chairperson of the department. Then the student must talk with the agency supervisor. The agency should be given one week's notice before withdrawal. Students may not change internships during the course of the semester without approval of the chairperson of the department.

MINORS

The Biology, Chemistry and Earth and Environmental Studies Department offers minors in Chemistry, Earth Science, Environmental Studies and Physical Science. Minor requirements are described in the section of the catalog on Minors.

Biology majors doing the Pre-Professional Medical Programs track or the General Biological Sciences track will also be considered Chemistry minors. Students in the Pre-Allied Medical Programs can take CHE 200 and CHE 201 as electives and have the courses also count towards the minor. The courses that fulfill the Chemistry minor requirement require a "C" or better. Half of the minor requirement courses must be earned at Molloy for the residency requirement. The minor will be only noted on the student's transcript when the student is awarded their degree, according to Molloy's academic policies. Students minoring in Chemistry may not also minor in Physical Science. Courses with grades of less

than a "C" grade will not be acceptable for the Chemistry minor. Students may opt not to have the minor posted at graduation on the transcript by notifying the Registrar's Office.

Programs for Biology Majors

For the Biology—B.S. degree, students entering the college will need to be accepted into one of the following tracks. Students changing their majors to Biology or readmitting into the program will also need to indicate a track.

Pre-Professional Medical Programs/Graduate Studies Track: Intended for students seeking admission to medical, dental veterinary school or a graduate biology program.

Pre-Allied Medical Programs Track: Intended for students seeking admission into physician assistant, physical therapy or occupational therapy graduate programs.

General Biological Sciences Major Requirements: A course of study for a strong biology background.

BIOLOGY—B.S.

New York State Registered Program Code: 07448

HEGIS Code: 401.00 {Biology, General}

Molloy Program of Study Code: BIOBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (32-38 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (1 out of 2 disciplines for Pre-Professional Medical and Pre-Allied Medical Tracks) (3 credits):</i> HIS/POL	
<i>Social and Behavioral Sciences (3 out of 4 disciplines for the General Biological Sciences Track ONLY) (9 credits):</i> HIS/POL; PSY; and SOC	3 or 9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements - All Tracks (23 credits):	
BIO 126 General Biology†	4
BIO 127 General Biology II	4
BIO 242 Genetics	4
BIO 245 Microbiology	4
BIO 257 Scientific Research Techniques	2
BIO 465 Field Experience I	3
BIO 497 Biology Seminar	2

Related Requirements - All Tracks (24 credits):	
CHE 132 Inorganic Chemistry I†	4
CHE 133 Inorganic Chemistry II	5
MAT 221 Calculus I	4
<i>Take either* MAT 115 or MAT 225:</i>	3
MAT 115 Elementary Statistics	*
MAT 225 Statistics for the Natural Sciences	*
PHY 270 General Physics I	4
PHY 271 General Physics II	4

COMPLETE ONE TRACK'S MAJOR AND RELATED REQUIREMENTS:

Pre-Professional Medical Programs/Graduate Studies Major Requirements (16-17 credits):	
BIO 222 Intermediate Physiology	3
BIO 480 Research in Biology	3
BIO 494 Senior Thesis	2
<i>Complete 8-9 additional BIO 300-level credits (BIO 466/481 may be substituted with Chairperson permission)</i>	8-9

Pre-Professional Medical Programs/Graduate Studies Related Requirements (19 credits):	
CHE 200 Organic Chemistry I	4
CHE 201 Organic Chemistry II	5
CHE 320 Biochemistry	4
PSY 111 General Psychology	3
SOC 101 Introduction to Sociology	3

Pre-Professional Medical Programs/Graduate Studies Electives: No Elective credits need to be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 101 counts towards required Electives.	
	13-14

Pre-Allied Medical Programs Major Requirements (20 credits):	
BIO 120 Anatomy and Physiology I	4
BIO 121 Anatomy and Physiology II	4
<i>Complete 12 additional BIO 200/300-level credits (BIO 466/481 and BIO 480/494 may be substituted with Chairperson permission)</i>	12

Pre-Allied Medical Programs Related Requirements (9 credits):	
PSY 111 General Psychology	3
PSY 204 Developmental Psychology	3
SOC 101 Introduction to Sociology	3

Pre-Allied Medical Programs Electives: No Elective credits need to be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 101 counts towards required Electives.	
	20

General Biological Sciences Major Requirements (18 credits):	
BIO 222 Intermediate Physiology	3
BIO 466 Field Experience II	3

Complete 12 additional BIO 200/300-level credits (BIO 481 and/or BIO 480/494 may be substituted with Chairperson permission)	12
General Biological Sciences Related Requirements (9 credits):	
CHE 200 Organic Chemistry I	4
CHE 201 Organic Chemistry II	5
General Biological Sciences Electives: No Elective credits need to be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 101 counts towards required Electives.	16
All Tracks for Electives:	
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers, credit variations as needed, under consultation with advisor.)	--
Total - All Tracks:	128

NOTE - PRE-PROFESSIONAL MEDICAL PROGRAMS/GRADUATE STUDIES TRACK: The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the requirement: BIO 126, MAT 221, PSY 111, SOC 101.

NOTE - PRE-ALLIED MEDICAL PROGRAMS TRACK: The General Education requirement is 44, and has been adjusted to 32, because the following Major or Related requirements will also satisfy the requirement: BIO 126, MAT 221, PSY 111, SOC 101.

NOTE - GENERAL BIOLOGICAL SCIENCES TRACK: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the requirement: BIO 126, MAT 221.

†BIO 126 and CHE 132 must be taken at the same time by all first year biology majors (BS/BS 7-12).

CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - BIOLOGY—B.S.

New York State Registered Program Code: 23868

HEGIS Code: 802.00 {Elementary Education, General}

Molloy Program of Study Code: CBBBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Childhood/Early Childhood General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (0 credits needed) See NOTE	--
Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History	6
English and Modern Languages (1 of each discipline) (9 credits): ENG 110; ENG 262 (required for Education Majors); Modern Language	9

Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 205 (required for Education Majors)	9
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; ETH	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (30 credits):	
BIO 126 General Biology I	4
BIO 127 General Biology II	4
BIO 150 Ecology	3
BIO 151 Marine Biology	3
BIO 220 Laboratory Techniques	3
BIO 245 Microbiology	4
BIO 497 Biology Seminar	2
Additional four (4) credits in BIO 200/300-level† courses (Select from Course Descriptions Section)	4
BIO electives (3-4 credits), from one (1) of the following BIO 300-level courses:	3
BIO 330 Histology and Micro Techniques	*
BIO 340 Comparative Anatomy	*
BIO 341 Embryology	*
BIO 350 Advanced Microbiology	*
BIO 356 Hematology and Immunology	*
Science Electives - (Recommended CHE 112 and GEO 200)	0
Related Requirements (9 credits):	
ESC 125 Planet Earth	3
MAT 115 Elementary Statistics	3
MAT 209 Mathematics for Elementary Teachers from an Advanced Standpoint	3
Education - Childhood/Early Childhood Major Requirements (40 total credits):	
APPRENTICE SEMESTERS (16 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 336 Curriculum and Methodology in Early Childhood Education	3
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - Must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3

EDU 330 Field Experience - 2 hours a week in a local school	3
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom	3
EDU 346 Science in the Diverse Classroom	3
EDU 351 Social Studies in the Diverse Classroom	3
EDU 355 Field Experience in a School Setting - Childhood Program	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 481 Childhood 1-6/Early Childhood B-2 Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives.	11
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: BIO 126 and MAT 115. The Education Childhood/Early Childhood General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 127 and MAT 209.

†For one BIO 200/300-level elective: BIO 465 or 466 may substitute with permission of the chairperson.

CHILDHOOD EDUCATION - BIOLOGY/SPECIAL EDUCATION—B.S.

New York State Registered Program Code: 23869

HEGIS Code: 802.00 {Elementary Education, General}

Molloy Program of Study Code: CBSBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Childhood/Special Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (0 credits needed) See NOTE	--
Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History	6

English and Modern Languages (1 of each discipline) (9 credits): ENG 110; ENG 262 (required for Education Majors); Modern Language	9
Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 205 (required for Education Majors)	9
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (30 credits):	
BIO 126 General Biology I	4
BIO 127 General Biology II	4
BIO 150 Ecology	3
BIO 151 Marine Biology	3
BIO 220 Laboratory Techniques	3
BIO 245 Microbiology	4
BIO 497 Biology Seminar	2
Additional four (4) credits in BIO 200/300-level† courses (Select from Course Descriptions Section)	4
BIO electives (3-4) credits, from one (1) of the following BIO 300-level courses:	3
BIO 330 Histology and Micro Techniques	*
BIO 340 Comparative Anatomy	*
BIO 341 Embryology	*
BIO 350 Advanced Microbiology	*
BIO 356 Hematology and Immunology	*
Science Electives - (Recommended CHE 112 and GEO 200)	0
Related Requirements (9 credits):	
ESC 125 Planet Earth	3
MAT 115 Elementary Statistics	3
MAT 209 Mathematics for Elementary Teachers from an Advanced Standpoint	3
Education - Childhood/Special Education Major Requirements (40 total credits):	
APPRENTICE SEMESTERS (16 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 331 Assessment, Diagnosis and Evaluation in Education	3
EDU 335 Exceptionality: Identification and Management in Education	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3

Spring of Junior Year - must be taken immediately preceding Pre-Professional Semesters	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting - 2 hours a week at a local school	0
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom	3
EDU 346 Science in the Diverse Classroom	3
EDU 351 Social Studies in the Diverse Classroom	3
EDU 357 Field Experience in a School Setting - Childhood/Special Education Program	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 482 Childhood/Special Education Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives.	11
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: BIO 126 and MAT 115. The Education Childhood/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 127 and MAT 209.

†For one BIO 200/300-level elective: BIO 465, 466 may substitute with permission of the chairperson.

CHILDHOOD EDUCATION - BIOLOGY/SPECIAL EDUCATION—B.S./M.S.

New York State Registered Program Code: 31975
 HEGIS Code B.S.: 802.00 {Elementary Education, General}
 HEGIS Code M.S.: 808.00 {Special Education, General}
 Molloy Program of Study Code: CBSBM

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Childhood/Special Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (0 credits needed) See NOTE	0

Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History	6
English and Modern Languages (1 of each discipline) (9 credits): ENG 110; ENG 262 (required for Education Majors); Modern Language	9
Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 205 (required for Education Majors)	9
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (30 credits):	
BIO 126 General Biology I	4
BIO 127 General Biology II	4
BIO 150 Ecology	3
BIO 151 Marine Biology	3
BIO 220 Laboratory Techniques	3
BIO 245 Microbiology	4
BIO 497 Biology Seminar	2
Additional four (4) credits in BIO 200/300-level courses (Select from Course Descriptions Section)	4
BIO electives (3-4) credits, from one (1) of the following BIO 300-level courses:	3
BIO 330 Histology and Micro Techniques	*
BIO 340 Comparative Anatomy	*
BIO 341 Embryology	*
BIO 350 Advanced Microbiology	*
BIO 356 Hematology and Immunology	*
Science Electives - (Recommended CHE 112 and GEO 200)	0
Related Requirements (9 credits):	
ESC 125 Planet Earth	3
MAT 115 Elementary Statistics	3
MAT 209 Mathematics for Elementary Teachers from an Advanced Standpoint	3
Education - 5 Year Childhood/Special Education Major Requirements (55 total EDU credits):	
PRE-APPRENTICE SEMESTERS (13 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Junior Year	

EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting	0
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms	3
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
EDU 570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Spectrum Disorder	3
PROFESSIONAL SEMESTER (12 credits)	
Spring of Senior Year	
EDU 351 Social Studies in the Diverse Classroom Birth-Grade 2, Childhood 1-6 Inclusive Classrooms	3
EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 550B Preprofessional Childhood/Special Education Field Experience in Inclusive Classrooms	0
EDU 571 Assessment, Diagnosis and Evaluation of Students with Disabilities	3
EDU 572 Strategies and Methods for Teaching Childhood Students with Disabilities	3
5th YEAR PROFESSIONAL SEMESTER (9 credits)	
Fall of 5th Year	
EDU 551B Student Teaching Childhood (Grades 1-3, Regular and Special Education)	3
EDU 552B Student Teaching Childhood/Special (Grades 4-6, Regular and Special Education)	3
EDU 553B Student Teaching Seminar Childhood/Special Education (Grades 1-6)	0
EDU 574 Curriculum Content, Practices and Environmental Issues for Teaching Childhood Students with Disabilities	3
5th YEAR PROFESSIONAL SEMESTER (6 credits)	
Spring of 5th Year	
EDU 547B Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Childhood Education	3
EDU Elective (EDU 526, 569)	3

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. **FST 101** counts towards required Electives. No Electives are required if FST is waived. 0-1

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 132-133

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: BIO 126 and MAT 115. The Education 5 Year Childhood/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 127 and MAT 209.

†For one BIO 200/300-level elective: BIO 465, 466 may substitute with permission of the chairperson.

CHILDHOOD EDUCATION - BIOLOGY/TESOL— B.S./M.S.

New York State Registered Program Code: 38064

HEGIS Code B.S.: 0802.00 {Elementary Education, General}

HEGIS Code M.S.: 1508.00 {Teaching of English as a Second Language}

Molloy Program of Study Code: CBTBM/CBTBG

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See **NOTE** --

Education Childhood/TESOL Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements); Beyond the Language General Education requirement - Three additional Modern Language courses required (No ESL/Total 12 credits) — (9 credits needed) See **NOTE** --

Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History 6

English and Modern Languages (1 of each discipline) (9 credits): ENG 110; ENG 262 (required for Education Majors); 4 Modern Language courses (No ESL) 18

Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 205 (required for Education Majors) 9

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH 9

Physical Education (1 credit): PED 1

Core Course (4 credits): COR 4

Major Requirements (30 credits):

BIO 126 General Biology I 4

BIO 127 General Biology II 4



BIO 150 Ecology	3
BIO 151 Marine Biology	3
BIO 220 Laboratory Techniques	3
BIO 245 Microbiology	4
BIO 497 Biology Seminar	2
<i>Additional four (4) credits in BIO 200/300-level† courses (Select from Course Descriptions Section)</i>	4
<i>BIO electives (3-4) credits, from one (1) of the following BIO 300-level courses:</i>	3
BIO 330 Histology and Micro Techniques	*
BIO 340 Comparative Anatomy	*
BIO 341 Embryology	*
BIO 350 Advanced Microbiology	*
BIO 356 Hematology and Immunology	*
<i>Science Electives - (Recommended CHE 112 and GEO 200)</i>	0
Related Requirements (9 credits):	
ESC 125 Planet Earth	3
MAT 115 Elementary Statistics	3
MAT 209 Mathematics for Elementary Teachers from an Advanced Standpoint	3
Education - 5 Year Childhood/TESOL Major Requirements (55 total EDU credits):	

PRE-APPRENTICE SEMESTERS (7 credits)

Sophomore or Junior Year

EDU 301E E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3

APPRENTICE SEMESTER (9 credits)

Spring of Junior Year

EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330T Field Experience in TESOL	0
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 542 Structure and Applications of American English	3

PRE-PROFESSIONAL SEMESTER (15 credits)

Fall of Senior Year

EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
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EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
EDU 351 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year

EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice	3
EDU 543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners	3

5th YEAR PROFESSIONAL SEMESTER (9 credits)

Fall of 5th Year

EDU 540 Introduction to Linguistics for TESOL and Bilingual Professionals	3
EDU 544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas	3
EDU 547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)	3
EDU 550A Preprofessional Childhood Field Experiences in Inclusive Classrooms	0
EDU 550T Preprofessional TESOL PK-12 (Five Year Program)	0

5th YEAR PROFESSIONAL SEMESTER (6 credits)

Spring of 5th Year

EDU 545T TESOL Student Teaching (Grades PK-12) (Five Year Program)	3
EDU 551C Student Teaching Childhood (Grades 1-3 and Grades 4-6) (Five Year Program)	3
EDU 553C Student Teaching Seminar - Childhood (Grades 1-3 and 4-6) (Five Year Program)	0

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. **FST 101** counts towards required Electives. No Electives are required if FST is waived.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 141-142

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: BIO 126 and MAT 115. The Education 5 Year Childhood/Special Education General Education requirement is a minimum of 6 credits and is adjusted to

0 credits because the following Major or Related requirements are taken—BIO 127 and MAT 209.

†For one BIO 200/300-level elective: BIO 465, 466 may substitute with permission of the chairperson.

ADOLESCENCE EDUCATION - BIOLOGY—B.S.

New York State Registered Program Code: 23877
HEGIS Code: 401.01 {Biology, General 7-12 Teacher}
Molloy Program of Study Code: ABIBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Adolescence General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (0 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG literature (required for Education majors - ENG 161/ENG 366 recommended); Modern Language	9
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (36 credits):	
BIO 126 General Biology I†	4
BIO 127 General Biology II	4
<i>Complete either* BIO 150 or 151:</i>	3
BIO 150 Ecology	*
BIO 151 Marine Biology	*
BIO 222 Intermediate Physiology	3
BIO 242 Genetics	4
BIO 257 Scientific Research Techniques	2
BIO 342 Applications in Bioinformatics	3
BIO 352 Evolution	3
BIO 497 Biology Seminar	2
CHE 132 Inorganic Chemistry I†	4
PHY 270 General Physics I	4
Related Requirements (16 credits):	
CHE 133 Inorganic Chemistry II	5
MAT 115 Elementary Statistics	3
MAT 221 Calculus I	4
PHY 271 General Physics II	4

Education - Adolescence Major Requirements (31 total credits):	
APPRENTICE SEMESTERS (13 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting - 2 hours a week in a local school	0
PRE-PROFESSIONAL SEMESTER (9 credits)	
Fall of Senior Year	
EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12	3
EDU 334 Literacy in the Content Areas for Adolescent Students	3
EDU 366 Principles and Techniques of Teaching Adolescent Students	3
EDU 368 Field Experience in a School Setting -Adolescence Programs	0
PROFESSIONAL SEMESTER (9 credits)	
EDU 485 Adolescent Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives.	7
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirements: BIO 126 and MAT 115. The Education Adolescence General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 127 and MAT 221.

†**BIO 126 and CHE 132** must be taken at the same time by all first year biology majors (BS/BS 7-12).

ADOLESCENCE EDUCATION - BIOLOGY/SPECIAL EDUCATION—B.S.

New York State Registered Program Code: 23870
HEGIS Code: 401.01 {Biology, General 7-12 Teacher}
Molloy Program of Study Code: ABSBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Adolescence/Special Education	
General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (0 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG literature (required for Education majors - ENG 161/ENG 366 recommended); Modern Language	9
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (36 credits):	
BIO 126 General Biology I†	4
BIO 127 General Biology II	4
<i>Complete either* BIO 150 or 151:</i>	3
BIO 150 Ecology	*
BIO 151 Marine Biology	*
BIO 222 Intermediate Physiology	3
BIO 242 Genetics	4
BIO 257 Scientific Research Techniques	2
BIO 342 Applications in Bioinformatics	3
BIO 352 Evolution	3
BIO 497 Biology Seminar	2
CHE 132 Inorganic Chemistry I†	4
PHY 270 General Physics I	4
Related Requirements (16 credits):	
CHE 133 Inorganic Chemistry II	5
MAT 115 Elementary Statistics	3
MAT 221 Calculus I	4
PHY 271 General Physics II	4

Education - Adolescence/Special Education Major Requirements (34 total credits):

APPRENTICE SEMESTERS (16 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0

EDU 331 Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom	3
EDU 335 Students with Disabilities in the School Setting	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting - 2 hours a week in a local school	0
PRE-PROFESSIONAL SEMESTER (9 credits)	
Fall of Senior Year	
EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12	3
EDU 334 Literacy in the Content Areas for Adolescent Students	3
EDU 366 Principles and Techniques of Teaching Adolescent Students	3
EDU 370 Field Experience in a School Setting- Adolescence/Special Education Program	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 487 Adolescence/Special Education Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives.	4
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: BIO 126 and MAT 115. The Education Adolescence/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 127 and MAT 221.

†**BIO 126 and CHE 132** must be taken at the same time by all first year biology majors (BS/BS 7-12).

ADOLESCENCE EDUCATION - BIOLOGY/SPECIAL EDUCATION—B.S./M.S.

New York State Registered Program Code: 31977
 HEGIS Code B.S.: 401.01 {Biology, General 7-12 Teacher}
 HEGIS Code M.S.: 808.00 {Special Education, General}

Molloy Program of Study Code: ABSBM

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education 5 Year Adolescence/Special Education General Education Requirements:	
Second Math course; second Science course (Included with Math & Science General Education Requirements) — (0 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG literature (required for Education majors - ENG 161/ENG 366 recommended); Modern Language	9
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (36 credits):	
BIO 126 General Biology I†	4
BIO 127 General Biology II	4
<i>Complete either* BIO 150 or 151:</i>	3
BIO 150 Ecology	*
BIO 151 Marine Biology	*
BIO 222 Intermediate Physiology	3
BIO 242 Genetics	4
BIO 257 Scientific Research Techniques	2
BIO 342 Applications in Bioinformatics	3
BIO 352 Evolution	3
BIO 497 Biology Seminar	2
CHE 132 Inorganic Chemistry I†	4
PHY 270 General Physics I	4
Related Requirements (16 credits):	
CHE 133 Inorganic Chemistry II	5
MAT 115 Elementary Statistics	3
MAT 221 Calculus I	4
PHY 271 General Physics II	4
Education - 5 Year Adolescence/Special Education Major Requirements (52 total EDU credits):	
APPRENTICE SEMESTERS (13 credits)	
Spring of Sophomore Year or Fall of Junior Year	
EDU 301E E-Portfolio	0

EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting	0
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms	3
PRE-PROFESSIONAL SEMESTER (12 credits)	
Fall of Senior Year	
EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12	3
EDU 506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners	6
EDU 570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder	3
PROFESSIONAL SEMESTER (12 credits)	

Spring of Senior Year	
EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 554B Pre-Professional Adolescent/Special Education Field Experiences in Inclusive Classrooms	0
EDU 571 Assessment, Diagnosis and Evaluation of Students with Disabilities	3
EDU 573 Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities	3
EDU 575 Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities	3
5th YEAR PROFESSIONAL SEMESTER (9 credits)	
Fall of 5th Year	
EDU 555B Student Teaching Adolescence/Special Education (Grades 7-9)	3
EDU 556B Student Teaching Adolescence/Special Education (Grades 10-12)	3
EDU 557B Student Teaching Adolescence/Special Education (Grades 7-12)	0
EDU Content Elective (EDU 580-599)	3
5th YEAR PROFESSIONAL SEMESTER (6 credits)	



Spring of 5th Year	
EDU 547C Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Adolescent Education	3
EDU Content Elective (EDU 580-599)	3
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives. No Electives are required if FST is waived.	0-1
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	142-143

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: BIO 126 and MAT 115. The Education 5 Year Adolescence/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—BIO 127 and MAT 221.

†**BIO 126 and CHE 132** must be taken at the same time by all first year biology majors (BS/BS 7-12).

ADOLESCENCE EDUCATION - BIOLOGY/TESOL— B.S./M.S.

New York State Registered Program Code: 38224
 HEGIS Code B.S.: 401.01 {Biology, General 7-12 Teacher}
 HEGIS Code M.S.: 1508.00 {Teaching of English as a Second Language}
 Molloy Program of Study Code: ABTBM/ABTBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education 5 Year Adolescence/TESOL Education General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements); Beyond the Language General Education requirement - Three additional Modern Language courses required (No ESL/Total 12 credits) — (9 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG literature (required for Education majors - ENG 161/ENG 366 recommended); 4 Modern Language courses (No ESL)	18
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9

<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (36 credits):	
BIO 126 General Biology I†	4
BIO 127 General Biology II	4
<i>Complete either* BIO 150 or 151:</i>	3
BIO 150 Ecology	*
BIO 151 Marine Biology	*
BIO 222 Intermediate Physiology	3
BIO 242 Genetics	4
BIO 257 Scientific Research Techniques	2
BIO 342 Applications in Bioinformatics	3
BIO 352 Evolution	3
BIO 497 Biology Seminar	2
CHE 132 Inorganic Chemistry I†	4
PHY 270 General Physics I	4
Related Requirements (16 credits):	
CHE 133 Inorganic Chemistry II	5
MAT 115 Elementary Statistics	3
MAT 221 Calculus I	4
PHY 271 General Physics II	4

Education - 5 Year Adolescence/TESOL Major Requirements (49 total EDU credits):

PRE-APPRENTICE SEMESTERS (7 credits)

Sophomore or Junior Year

EDU 301E E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3

APPRENTICE SEMESTER (6 credits)

Spring of Junior Year

EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330T Field Experience in TESOL	0
EDU 542 Structure and Application of American English	3

PRE-PROFESSIONAL SEMESTER (12 credits)

Fall of Senior Year

EDU 346 Science in the Diverse Classroom Birth-Grade2/Childhood 1-6/Adolescent 7-12	3
EDU 506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners	6

Programs for the Earth and Environmental Studies Majors

EARTH AND ENVIRONMENTAL STUDIES—B.S.

New York State Registered Program Code: 21514
HEGIS Code: 420.00 {Ecology}
Molloy Program of Study Code: EESBS

EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms, Birth-Grade-Grade 2, Childhood 1-6 and Adolescence 7-12	3
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PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year

EDU 513 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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EDU 541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice	3
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EDU 543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners	3
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5th YEAR PROFESSIONAL SEMESTER (9 credits)

Fall of 5th Year

EDU 540 Introduction to Linguistics for TESOL and Bilingual Professionals	3
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EDU 544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas	3
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EDU 547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)	3
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EDU 550T Preprofessional TESOL PK-12 (Five Year Program)	0
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EDU 554A Preprofessional Adolescent Field Experiences in Inclusive Classrooms	0
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5th YEAR PROFESSIONAL SEMESTER (6 credits)

Spring of 5th Year

EDU 545T TESOL Student Teaching (Grades PK-12) (Five Year Program)	3
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EDU 553C Student Teaching Childhood (Grades 1-3 and 4-6) (Five Year Program)	0
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EDU 555C Student Teaching Seminar - Adolescent (Grades 7-12) (Five Year Program)	3
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Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. **FST 101** counts towards required Electives. No Electives are required if FST is waived.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)

Total: 148-149

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: **BIO 126** and **MAT 115**. The Education 5 Year Adolescence/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—**BIO 127** and **MAT 221**.

†**BIO 126** and **CHE 132** must be taken at the same time by all first year biology majors (BS/BS 7-12).

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (21 credits):	
BIO 126 General Biology I	4
BIO 150 Ecology	3
ESC 125 Planet Earth	3
ESC 460/ENV 460/Internship	3
ESC497/ENV 497 Environmental/ Earth Science Seminar	2
GEO 200 Introduction to Geography	3
MAT 115 Elementary Statistics	3
Choose a Concentration in Environmental Studies OR Earth Science, either:	
Environmental Studies Concentration (26-28 credits):	
BIO 127 General Biology II	4
CHE 132 Inorganic Chemistry I	4
CHE 133 Inorganic Chemistry II	5
CHE 200 Organic Chemistry I	4
ENV 101 Introduction to Environmental Issues	3
<i>Complete either* MAT 118 or 221:</i>	3-4
MAT 118 Pre-Calculus	*
MAT 221 Calculus I	*
<i>Complete either** PHY 160 or 270:</i>	3-4
PHY 160 Physics for Health Sciences	**
PHY 270 General Physics I	**

Environmental Studies Concentration Related Requirements (12 credits):	
Science Electives - BIO, CHE, ESC, PHY (Under consultation with advisor)	12
Earth Science Concentration (30-31 credits):	
CHE 132 Inorganic Chemistry I	4
CHE 133 Inorganic Chemistry II	5
ESC 115 Astronomy	3
ESC 127 Rocks and Minerals	3
ESC 130 Earth's History	3
Complete either*** MAT 118 or 221:	3-4
MAT 118 Pre-Calculus	***
MAT 221 Calculus I	***
Complete three (3) courses **** (9 credits):	9
ESC 231 Shaping the Earth	****
ESC 233 Water Planet	****
ESC 235 Geology of New York	****
ESC 239 Earth's Atmosphere	****
ESC 375 GIS/GPS and the Earth	****
Earth Science Concentration Related Requirements (9 credits):	
Science Electives - BIO, CHE, ESC, PHY (Under consultation with advisor)	9
Electives for Environmental Science: No Elective credits need be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 101 counts towards required Electives. Adjust Electives for variations in Concentration Requirements.	29-31
Electives for Earth Science: No Elective credits need be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 101 counts towards required Electives. Adjust Electives for variations in Concentration Requirements.	29-30
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor. Must also adjust for credit variations.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major requirements will also satisfy the General Education requirement: BIO 126 and MAT 115.

ADOLESCENCE EDUCATION - EARTH SCIENCE— B.S.

New York State Registered Program Code: 30870
 HEGIS Code: 1917.01 {Earth Science, General 7-12 Teacher}
 Molloy Program of Study Code: AEABS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE	--

Education Adolescence General Education Requirements:	
Second Math course; second Science course (Included with Math & Science General Education Requirements) — (3 credits needed) See NOTE	--
Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech	6
English and Modern Languages (1 of each discipline) (9 credits): ENG 110; ENG literature (required for Education Majors - ENG 161/ENG 366 recommended); Modern Language	9
Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 206 (required for Education majors)	9
Math and Science (2 of Math) (6 credits): Two MAT	6
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (36 credits):	
BIO 126 General Biology I	4
BIO 150 Ecology	3
ESC 115 Astronomy	3
ESC 125 Planet Earth	3
ESC 127 Rocks and Minerals	3
ESC 130 Earth's History	3
ESC 460 Internship	3
ESC 497 Earth Science Seminar	2
Complete 4 courses* from the following (12 credits):	12
ESC 231 Shaping the Earth	*
ESC 233 Water Planet	*
ESC 235 Geology of New York	*
ESC 239 Earth's Atmosphere	*
ESC 375 GIS/GPS and the Earth	*
Related Requirements (9 credits):	
CHE 132 Inorganic Chemistry I	4
CHE 133 Inorganic Chemistry II	5
Education - Adolescence Major Requirements (31 total credits):	
APPRENTICE SEMESTERS (13 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1

EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting - 2 hours a week in a local school	0
PRE-PROFESSIONAL SEMESTER (9 credits)	
Fall of Senior Year	
EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6/Adolescent 7-12	3
EDU 334 Literacy in the Content Areas for Adolescent Students	3
EDU 366 Principles and Techniques of Teaching Adolescent Students	3
EDU 368 Field Experience in a School Setting - Adolescence Programs	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 485 Adolescent Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives.	8
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Major requirement will also satisfy the General Education requirement: BIO 126. The Education Adolescence General Education requirement is a minimum of 6 credits and is adjusted to 3 credits because the following Related requirement is taken: CHE 132.

Communication Sciences and Disorders

C202A William J. Casey Center
516.323.3517

Susan Alimonti, Associate Dean and Director For Graduate Speech Language Pathology

Sandra White, Chairperson

Hia Datta, Undergraduate Program Director, Communication Sciences and Disorders

Associate Professor: Nancy S. McGarr

Assistant Professors: Rebekah Buccheri, Hia Datta, Michael Higgins, Diane Saulle, Sandra White

Instructor: Susan Alimonti

Adjunct Professor: Barbara T. Schmidt

Adjunct Instructors: Joanne Ascher, Kristen Brelsford, Claire Conway, Elizabeth Delio, Kerin DeSena, Catherine Gillis, Jamie Gold-Morgan, Jessica Hsaine, Veronica Jimenez, Steve Langevin, Carol Lynn Kearney, Rovena Marcus, Frances Morr, Jessebell Reyes, Jennifer Schapiro, Kara Siciliano, Stephanie Thomson

Molloy College Speech, Language and Hearing Center

Director: Joanne Ascher

The undergraduate major in Speech-Language Pathology/Audiology offers students comprehensive academic and clinical coursework in human communication and communication disorders. The curriculum is academically challenging and integrates theory and practice. With a degree in Speech-Language Pathology/Audiology, students can plan a career that makes a positive contribution to the community.

The department values a strong foundation in science and humanities and develops each student's thinking and communication abilities. Students enjoy small class sizes where the faculty place emphasis on the quality of student learning. The bachelor's program prepares students for graduate education in speech-language pathology. In order to obtain a Certificate of Clinical Competence in Speech-Language Pathology and/or Audiology from the American Speech-Language and Hearing Association and a license to practice in the professions, a master's degree is required. Those students who choose not to pursue graduate education have superior preparation for further study in other fields, such as education.

MISSION STATEMENT

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

GOAL

The goal of the undergraduate program in speech-language pathology/audiology is to provide students with a basic knowledge of speech and language development, understand the physiological basis of communication, and possess knowledge of disorders of communication. Students will receive the preparation necessary to pursue graduate education.

In order to achieve that goal the students will meet the following objectives:

- Demonstrate effective oral and written communication
- Demonstrate knowledge of the theory behind and development of human communications
- Demonstrate a knowledge of the physiological basis of communication
- Demonstrate a knowledge of disorders of communication
- Demonstrate the ability to analyze critically
- Apply moral and ethical decision making to professional issues
- Demonstrate research skills in the study of human communication and disorders of communication.

FACILITIES

The college has a speech lab that is used to support research and academic coursework. Additionally, the department operates the Molloy College Speech, Language and Hearing Center. This community-based center is used to introduce the clinical students to the clinical application of theoretical knowledge.

INTERDISCIPLINARY STUDIES

For those not completing the bachelor's program in Speech-Language Pathology, a concentration can be chosen in Interdisciplinary Studies. Consultation should be done with the Communication Sciences and Disorders departmental chairperson. Required courses are: SLP 270, 271, 273, 274, 372, 374 and one other course: SLP 272/370/371.)

MINORS

The Communication Sciences and Disorders Department offers an undergraduate minor. Minor requirements are described in the section of the catalog on Minors.

Program for Speech-Language Pathology Majors

ADMISSION TO THE UNDERGRADUATE MAJOR

Students who wish to declare Speech-Language Pathology/Audiology as a major should apply to the Program Director. The following criteria must be met:

- An overall GPA of 2.5
- Completion or registration in the basic science requirement of a physical science and a life science
- A personal essay as described on the application

POLICY OF ACADEMIC PROGRESSION IN THE MAJOR

Students are required to complete all designated courses in the major

- Prior to admission into SLP 440 Clinical Practicum or SLP 442, students must have completed the following classes:
 - SLP 271 Anatomy and Physiology of the Speech Mechanism
 - SLP 273 Phonetics and Vocal Patterns
 - SLP 274 Disorders of Communication I
 - SLP 372 Language Acquisition
 - SLP 374 Disorders of Communication II
 - SLP 375 Evaluation and Treatment Methods in Speech-Language Pathology
 - SLP 376 Clinical Experiences with the Speech, Language and Hearing Impaired
- A minimum grade of "C" must be attained in each of these classes in order to progress into SLP 440 or SLP 442.

- In order to enroll in **SLP 440**, students must apply for **Clinical Privileges according to the announced schedule. Please obtain an application from the department.** A minimum **overall GPA of 2.8 and a minimum of 3.0 in Speech-Language Pathology must be attained** in order to apply for Clinical Privileges. Please see the Speech Center Director to obtain an Undergraduate Application for Clinical Privileges.
- The Advanced Writing course for Related Requirements must be met with a grade of "C" or better.
- Students need to enroll and successfully complete SLP 440 with a minimum overall GPA of 3.0 in order to obtain letters of recommendation from CSD faculty for graduate school in Communication Sciences and Disorders.

FAILURE TO ATTAIN THE MINIMUM GRADE REQUIREMENTS

Any Speech-Language Pathology/Audiology course in which a student attained a grade below a "C" may be repeated **once** in order to attain the required grade of "C". Failure to attain the minimum grade when taking the course for the second time necessitates withdrawal from the program.

A maximum of **two** Speech-Language Pathology/Audiology courses may be repeated to achieve the minimum grade of "C".

If a student attains a grade of "C-" or below in a third Speech-Language Pathology/Audiology course they will be asked to withdraw from the program.

Students who withdraw from the program for academic failure will not be readmitted.

Students may withdraw from any Speech-Language Pathology/Audiology course no more than once.

TRANSFER STUDENTS

Transfer students should schedule an appointment with an academic advisor in the Speech-Language Pathology/Audiology Program promptly upon admission to Molloy College.

Given the rigorous expectations of the Speech-Language Pathology/Audiology Program, transfer students are required to carefully evaluate their academic needs in consultation with an advisor. The Speech-Language Pathology/Audiology Program will make every effort to accommodate student needs, while adhering to the Policy of Academic Progression in the Major. Completion of program requirements within a specific number of semesters will be dependent upon individual situations.

GENERAL REQUIREMENTS FOR PARTICIPATION IN THE CLINICAL PRACTICUM

In addition to the aforementioned academic requirements, students must adhere to the following:

Clinical Observation and Practicum

Each student is required to complete hours of clinical observation. This time is spent observing certified Speech-Language Pathologists and Audiologists in service delivery. This observation generally occurs as part of a course requirement and will satisfy the observation requirement mandated by the American Speech-

Language and hearing Association (ASHA) in order to obtain professional certification.

Additionally, each qualifying student will take two semesters of clinical practicum, SLP 440 and 441. In order to enroll and participate in clinical practicum a student must apply for and be awarded Clinical Privileges. These courses are intended to provide you with an introduction to professional practice and will involve both class activity and direct intervention. Students are responsible for planning, documenting and implementing intervention under the guidance of a clinical educator. All students must carry student malpractice insurance in order to participate in the program.

Students who are participating in clinical observation and practice are expected to maintain a professional demeanor. Personal appearance, interpersonal behaviors and writing are expected to reflect knowledge of ethical professional practice.

Insurance

Students enrolled in SLP 440 and SLP 441 must obtain professional liability insurance and provide the original certificate of insurance to the Speech Center Director. (The original will be returned to the student and a copy will be kept on file.)

Preparatory Work

- Students are required to attend preparatory meetings and workshops prior to beginning clinic.
- Students wishing to enroll in **SLP 440 MUST apply for Clinical Privileges**. A minimum **overall GPA of 2.8 and 3.0 in the major must be attained** in order to apply for Clinical Privileges. Please see the Speech Center Director to obtain and Undergraduate Application for Clinical Privileges.
- Students are required to meet with the Speech Center Director during the spring semester preceding enrollment in SLP 440. They should provide the following:
 - Three written observation reports to be evaluated by the Speech Center Director. The student's writing and ability to document clinical behavior effectively will be assessed
 - The student must submit verification that 25 observation hours have been completed.

Clinical Schedule

Students are required to be available during the specified course times. Additionally, students are required to provide the Speech Center Director with hours of availability to provide clinical services.

Speech-Language Pathology/ Audiology—B.S.

New York State Registered Program Code: 22073

HEGIS Code: 1220.00 {Speech Pathology and Audiology}

Molloy Program of Study Code: SLPBS

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed)	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (45 credits):	
SLP 270 Sound and the Auditory Mechanism	3
SLP 271 Anatomy and Physiology of the Speech Mechanism	3
SLP 273 Phonetics and Vocal Patterns	3
SLP 274 Disorders of Communication I	3
SLP 370 Introduction to Audiology	3
SLP 371 Communication Skills of the Hearing Impaired	3
SLP 372 Language Acquisition	3
SLP 374 Disorders of Communication II	3
SLP 375 Evaluation and Treatment Methods in Speech-Language Pathology	3
SLP 376 Clinical Experience with the Speech-Language and Hearing Impaired	3
SLP 380 Reading, Language and Psycholinguistics	3
<i>Complete six credits of either SLP 440 and 441* OR SLP 442 and 443**:</i>	6
SLP 440 Introduction to Clinical Practice in Speech-Language Pathology I	*
SLP 441 Introduction to Clinical Practice in Speech-Language Pathology II	*
SLP 442 Introduction to Clinical Intervention and Interprofessional Collaboration	**
SLP 443 Professional Issues in Communication Sciences and Disorders and Related Fields	**
SLP 489 Research in Speech-Language Pathology/Audiology	3
SLP 491 Speech-Language Pathology/Audiology Seminar	3
Related Requirements (12 credits):	
<i>Complete one Advanced Writing course from the following* (3 credits):</i>	3
ENG 228/COM228 Writing for the Web	*
ENG 230/COM 230 Script Writing for Television and Radio	*
ENG 231 Advanced Composition	*

ENG 232 Creative Writing	*
ENG 233/COM 233 Introduction to Newswriting	*
ENG/COM 235 Film and Drama Criticism	*
ENG 236 Effective Business Writing	*
ENG 237/COM 255 Public Relations Writing	*
ENG 258/COM248 Online Journalism	*
<i>Complete one Statistics course - either MAT 114 or MAT 115** (3 credits):</i>	3
MAT 114 Elementary Statistics for Behavioral and Social Sciences	**
MAT 115 Elementary Statistics	**
One Life Science Course (BIO, ENV, ESC, GEO)	3
One Physical Science Course (CHE, PHY)	3
Electives: 11 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 101 counts as a LAS required Elective.	33
Recommended Electives: Recommended COM 120, COM 124	
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

Mathematics and Computer Studies

C219 William J. Casey Center
516.323.3432

Deborah Upton, Chairperson

Professors Emeriti: Mary Joan Collison, C. Vincent Pané, S. Francis Dominici Piscatella, O.P.

Associate Professors: Robert Gordon, Jason Schanker, Manyi Tse, Deborah Upton

Assistant Professors: Natalie Hammerman

Adjunct Professor: Leslie Kellner

Adjunct Associate Professors: Peter Hollenstein, Lawrence DiFiore

Adjunct Assistant Professors: Yao Chu, John Vargas

Adjunct Instructors: Michael Alesi, Ronald Cavallaro, Joseph Convery, Marie Fischer, Maria Flood, Salvatore Giunta, Kristin Grant-Anglin, Vincent Grillo, Alan Hulsaver, Nancy LiVolis, Georgette Macrina, Joanna Mantone, Monica Martin, Marissa Mauro, Richard Schiller, Roberta Silver, Richard Romeo, Dianna Towers, John Towers

INTERDISCIPLINARY STUDIES

Students wishing to declare computer science, computer

information systems, or mathematics as an area of concentration for the Interdisciplinary Studies major must take a minimum of 21 credits.

- Computer Information Systems: CIS 100, CIS 102/105, CIS 103, CIS 112, CIS 224, CIS 255 and CIS 360.
- Computer Science: CSC 120, CSC 121, CSC 229, CSC 235, CSC 244, and at least five additional credits from MAT 228 or CSC 200/300/400 level courses in consultation with the departmental chairperson.
- Mathematics: MAT 221, MAT 222, MAT 223 and at least nine additional credits in mathematics selected in consultation with the departmental chairperson. One of the additional three must courses be either MAT 324 or MAT 351 and another of the additional courses must be numbered above MAT 223. Any exceptions must be made in writing by the mathematics department chairperson.

MINORS

The Mathematics and Computer Studies Department offers minors in Mathematics, Computer Science and Computer Information Systems. Minor requirements are described in the section of the catalog on Minors. Minors do not suffice for an area of concentration in the interdisciplinary studies major (as described under the Interdisciplinary Studies Program).

Programs for Mathematics Majors

GOALS AND OBJECTIVES

- To prepare Mathematics students for graduate work, teaching in secondary and elementary schools and positions relating to mathematics in industry and business.
- To provide all students with a knowledge of the fundamentals of mathematics and its importance in the world today.
- To give all students the mathematical knowledge necessary for them to advance and succeed in their respective fields.

GENERAL EDUCATION REQUIREMENTS

MAT 110, 114/115/129/225, 116, 118, 136, 220, 221 and 225 will fulfill the General Education requirement. MAT 209, 210, 320 are for Education majors only.

MATHEMATICS—B.A.

New York State Registered Program Code: 07465

HEGIS Code: 1701.01 {Mathematics, General}

Molloy Program of Study Code: MATBA

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See **NOTE**

<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
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English and Modern Languages (1 of each discipline) (9 credits): ENG 110; Modern Language; and Modern Language/Literature	9
Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC	9
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (Minimum of 42 credits):	
For Statistics, complete either* MAT 115 or MAT 225 - (3 credits):	3
MAT 115 Elementary Statistics	*
MAT 225 Statistics for the Natural Sciences	*
MAT 221 Calculus I	4
MAT 222 Calculus II	4
MAT 223 Calculus III	4
MAT 229 Discrete Mathematical Structures	3
MAT 232 Introduction to Linear Algebra	3
MAT 251 Modern Geometry	3
MAT 324 History and Philosophy of Mathematics	3
MAT 330 Modern Algebra - Ring Theory	3
MAT 345 Introduction to Real Analysis	3
MAT 460 Internship in Mathematics	3
MAT 491 Mathematics Senior Seminar	3
Complete 3 additional credits in mathematics: (MAT 331, MAT 335, MAT 336, MAT 342, MAT 347, MAT 356, MAT 361)	3
Related Requirements (9-11 credits)**:	
At least 6-8 credits in Lab science, preferably including PHY 270	6-8
Required 3 credits in either: CSC 103 or CSC 120 or CIS 235	3
Electives: 3-5 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts as a LAS required Elective.	37-39
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major and Related requirements will also satisfy the General Education requirement: MAT 221 and a Lab Science course.

CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2- MATHEMATICS—B.S.

New York State Registered Program Code: 23868
HEGIS Code: 802.00 {Elementary Education, General}
Molloy Program of Study Code: CMBBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Childhood/Early Childhood General Education Requirements:	
Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math & Science General Education Requirements) — (0 credits needed) See NOTE	--
Arts and Fine Arts (1 of each discipline) (6 credits): ART History; MUS History	6
English and Modern Languages (1 of each discipline) (9 credits): ENG 110; ENG 262 (required for Education majors); Modern Language	9
Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 205 (required for Education majors)	9
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (Minimum of 30 credits):	
Complete either* MAT 115 or MAT 225 (3 credits):	3
MAT 115 Elementary Statistics	*
MAT 225 Statistics for the Natural Sciences	*
MAT 209 Mathematics for Elementary Teachers from an Advanced Standpoint - Number Sense and Operations	3
MAT 210 Mathematics for Elementary Teachers from an Advanced Standpoint - Algebra and Geometry	3
MAT 221 Calculus I	4
MAT 222 Calculus II	4
Complete either** MAT 251 or MAT 324 (3 credits):	3
MAT 251 Modern Geometry	**
MAT 324 History and Philosophy of Mathematics	**
MAT 491 Mathematics Senior Seminar	3
Complete 7 more MAT Elective credits (Under consultation with advisor)	7
Related Requirements - (9-11 credits) CSC 102 or CIS 103 or CIS 112 or CSC 120 or CIS 235; At least 6 credits in lab science	9-11
Education - Childhood/Early Childhood Major Requirements (40 total credits):	
APPRENTICE SEMESTERS (16 credits)	

Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 336 Curriculum and Methodology in Early Childhood Education	3
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - Must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience - 2 hours a week in a local school	0
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom	3
EDU 346 Science in the Diverse Classroom	3
EDU 351 Social Studies in the Diverse Classroom	3
EDU 355 Field Experience in a School Setting - Childhood Programs	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 481 Childhood 1-6/Early Childhood B-2 Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts as towards Electives Requirement.	9-11
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: MAT 115/MAT 225 and a Lab Science.

The Education Childhood/Early Childhood General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—MAT 221 and a second Lab Science course.

CHILDHOOD EDUCATION - MATHEMATICS/SPECIAL EDUCATION—B.S.

New York State Registered Program Code: 23869

HEGIS Code: 802.00 {Elementary Education, General}

Molloy Program of Study Code: CMSBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Adolescence General Education Requirements:	
Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math & Science General Education Requirements) — (0 credits needed) See NOTE	--
<i>Arts and Fine Arts (1 of each discipline) (6 credits): ART History; MUS History</i>	6
<i>English and Modern Languages (1 of each discipline) (9 credits): ENG 110; ENG 262 (required for Education majors); Modern Language</i>	9
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 205 (required for Education majors)</i>	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH</i>	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (Minimum of 30 credits):	
<i>Complete either* MAT 115 or MAT 225 (3 credits):</i>	3
MAT 115 Elementary Statistics	*
MAT 225 Statistics for Natural Sciences	*
MAT 209 Mathematics for Elementary Teachers from an Advanced Standpoint - Number Sense and Operations	3
MAT 210 Mathematics for Elementary Teachers from an Advanced Standpoint - Algebra and Geometry	3
MAT 221 Calculus I	4
MAT 222 Calculus II	4
<i>Complete either** MAT 251 or MAT 324 (3 credits):</i>	3
MAT 251 Modern Geometry	**
MAT 324 History and Philosophy of Mathematics	**
MAT 491 Mathematics Senior Seminar	3
<i>Complete 7 more MAT Elective credits (Under consultation with advisor)</i>	7
Related Requirements - (9-11 credits) CSC 102 or CIS 103 or CIS 112 or CSC 120 or CIS 235; At least 6 credits in lab science	9-11
Education - Childhood/Special Education Major Requirements (40 total credits):	
APPRENTICE SEMESTERS (16 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0

EDU 331 Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom	3
EDU 335 Students with Disabilities in a School Setting: Characteristics and Educational Needs for the Classroom	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting	0
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom	3
EDU 346 Science in the Diverse Classroom	3
EDU 351 Social Studies in the Diverse Classroom	3
EDU 357 Field Experience in a School Setting - Childhood/Special Education Program	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 482 Childhood/Special Education Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts as towards Electives Requirement.	9-11
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: MAT 115/MAT 225 and a Lab Science.

The Education Childhood/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—MAT 221 and a second Lab Science course.

CHILDHOOD EDUCATION - MATHEMATICS/ SPECIAL EDUCATION—B.S./M.S.

New York State Registered Program Code: 31975
HEGIS Code B.S.: 802.00 {Elementary Education, General}
HEGIS Code M.S.: 808.00 {Special Education, General}
Molloy Program of Study Code: CMSBM/CMSBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education 5 Year Childhood/Special Education	
General Education Requirements: Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math & Science General Education Requirements) — (0 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 disciplines) (6 credits):</i> ART History; MUS History	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG 262 (required for Education majors); Modern Language	9
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 205 (required for Education majors)	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (Minimum of 30 credits):	
<i>Complete either* MAT 115 or MAT 225 (3 credits):</i>	3
MAT 115 Elementary Statistics	*
MAT 225 Statistics for Natural Sciences	*
MAT 209 Mathematics for Elementary Teachers from an Advanced Standpoint - Number Sense and Operations	3
MAT 210 Mathematics for Elementary Teachers from an Advanced Standpoint - Algebra and Geometry	3
MAT 221 Calculus I	4
MAT 222 Calculus II	4
<i>Complete either** MAT 251 or MAT 324 (3 credits):</i>	3
MAT 251 Modern Geometry	**
MAT 324 History and Philosophy of Mathematics	**
MAT 491 Mathematics Senior Seminar	3
<i>Complete 7 more MAT Elective credits</i> (Under consultation with advisor)	7
Related Requirements - (9-11 credits) CSC 102 or CIS 103 or CIS 112 or CSC 120 or CIS 235; At least 6 credits in lab science	9-11
Education - 5 Year Childhood/Special Education Major Requirements (55 total EDU credits):	
PRE-APPRENTICE SEMESTERS (13 credits)	

Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Junior Year	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting	0
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms	3
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
EDU 570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Spectrum Disorder	3
PROFESSIONAL SEMESTER (12 credits)	
Spring of Senior Year	
EDU 351 Social Studies in the Diverse Classroom Birth-Grade 2, Childhood 1-6 Inclusive Classrooms	3
EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 550B Preprofessional Childhood/Special Education Field Experience in Inclusive Classrooms	0
EDU 571 Assessment, Diagnosis and Evaluation of Students with Disabilities	3
EDU 572 Strategies and Methods for Teaching Childhood Students with Disabilities	3
5th YEAR PROFESSIONAL SEMESTER (9 credits)	
Fall of 5th year	
EDU 551B Student Teaching Childhood (Grades 1-3, Regular and Special Education)	3
EDU 552B Student Teaching Childhood/Special (Grades 4-6, Regular and Special Education)	3
EDU 553B Student Teaching Seminar Childhood/Special Education (Grades 1-6)	0

EDU 574 Curriculum Content, Practices and Environmental Issues for Teaching Childhood Students with Disabilities	3
5th YEAR PROFESSIONAL SEMESTER (6 credits)	
Spring of 5th Year	
EDU 547B Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Childhood Education	3
EDU Elective (EDU 526, 569)	3
Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives. No Electives are required if FST is waived. Total degree credits vary due to Related Requirements variations..	0-1
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	132-135

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: MAT 115/MAT 225 and a Lab Science.

The Education 5 Year Childhood/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—MAT 221 and a second Lab Science course.

CHILDHOOD EDUCATION - MATHEMATICS/ TESOL—B.S./M.S.

New York State Registered Program Code: 38062
 HEGIS Code B.S.: 0802.00 {Elementary Education, General}
 HEGIS Code M.S.: 1508.00 {Teaching of English as a Second Language}
 Molloy Program of Study Code: CMTBM/CMTBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education 5 Year Childhood/TESOL Education	
General Education Requirements: Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math & Science General Education Requirements); Beyond the Language General Education requirement - Three additional Modern Language courses required (No ESL/Total 12 credits) — (9 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 disciplines) (6 credits):</i> ART History; MUS History	6

<i>English and Modern Languages (1 of each discipline) (18 credits):</i> ENG 110; ENG 262 (required for Education majors); 4 Modern Language courses (No ESL)	18	EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
<i>Social and Behavioral Sciences (1 of each discipline) (18 credits):</i> HIS; POL; PSY 205 (required for Education majors)	9	EDU 542 Structure and Applications of American English	3
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9	PRE-PROFESSIONAL SEMESTER (15 credits)	
<i>Physical Education (1 credit):</i> PED	1	Fall of Senior Year	
<i>Core Course (4 credits):</i> COR	4	EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
Major Requirements (Minimum of 30 credits):		EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
<i>Complete either* MAT 115 or MAT 225 (3 credits):</i>	3	EDU 341 Mathematics in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
MAT 115 Elementary Statistics	*	EDU 346 Science in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
MAT 225 Statistics for Natural Sciences	*	EDU 351 Social Studies in the Diverse Classroom Birth-Grade 2/Childhood 1-6	3
MAT 209 Mathematics for Elementary Teachers from an Advanced Standpoint - Number Sense and Operations	3	PROFESSIONAL SEMESTER (9 credits)	
MAT 210 Mathematics for Elementary Teachers from an Advanced Standpoint - Algebra and Geometry	3	Spring of Senior Year	
MAT 221 Calculus I	4	EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
MAT 222 Calculus II	4	EDU 541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice	3
<i>Complete either** MAT 251 or MAT 324 (3 credits):</i>	3	EDU 543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners	3
MAT 251 Modern Geometry	**	5th YEAR PROFESSIONAL SEMESTER (9 credits)	
MAT 324 History and Philosophy of Mathematics	**	Fall of 5th Year	
MAT 491 Mathematics Senior Seminar	3	EDU 540 Introduction to Linguistics for TESOL and Bilingual Professionals	3
<i>Complete 7 more MAT Elective credits</i> (Under consultation with advisor)	7	EDU 544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas	3
Related Requirements - (9-11 credits) CSC 102 or CIS 103 or CIS 112 or CSC 120 or CIS 235; At least 6 credits in lab science	9	EDU 547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)	3
Education - 5 Year Childhood/TESOL Major Requirements (55 total EDU credits):		EDU 550A Preprofessional Childhood Field Experiences in Inclusive Classrooms	0
PRE-APPRENTICE SEMESTERS (7 credits)		EDU 550T Preprofessional TESOL PK-12 (Five Year Program)	0
Sophomore or Junior Year		5th YEAR PROFESSIONAL SEMESTER (6 credits)	
EDU 301E E-Portfolio	0	Spring of 5th Year	
EDU 360 Foundations of Education for Regular and Special Education Teachers	3	EDU 545T TESOL Student Teaching (Grades PK-12) (Five Year Program)	3
EDU 361 Law and Professionalism in Inclusive Settings	1	EDU 551C Student Teaching Childhood (Grades 1-3 and Grades 4-6) (Five Year Program)	3
EDU 365 Critical Examination of Issues in Education	3	EDU 553C Student Teaching Seminar - Childhood (Grades 1-3 and 4-6) (Five Year Program)	0
APPRENTICE SEMESTER (9 credits)			
Spring of Junior Year			
EDU 329 Strategies for All Learners in the Diverse Classroom	3		
EDU 330T Field Experience in TESOL	0		

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.S. degree is met. FST 101 counts towards required Electives. No Electives are required if FST is waived. Total for degree credits vary due to Related Requirements variations.	0-1
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	141-144

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirement: MAT 115/MAT 225 and a Lab Science.

The Education 5 Year Childhood/Special Education General Education requirement is a minimum of 6 credits and is adjusted to 0 credits because the following Major or Related requirements are taken—MAT 221 and a second Lab Science course.

ADOLESCENCE EDUCATION - MATHEMATICS— B.A.

New York State Registered Program Code: 23880
HEGIS Code: 1701.00 {Mathematics 7-12 Teacher}
Molloy Program of Study Code: AMABA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Adolescence General Education Requirements: Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math & Science General Education Requirements) — (0 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG literature (ENG 161 or ENG 366 recommended); Modern Language	9
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH (Ethics)	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (Minimum of 39 credits):	

<i>Complete either* MAT 115 or MAT 225 (3 credits):</i>	3
MAT 115 Elementary Statistics	*
MAT 225 Statistics for the Natural Sciences	*
MAT 221 Calculus I	4
MAT 222 Calculus II	4
MAT 223 Calculus III	4
MAT 229 Discrete Mathematical Structures	3
MAT 232 Introduction to Linear Algebra	3
MAT 251 Modern Geometry	3
MAT 320 Mathematics for the Secondary Teacher from an Advanced Standpoint	3
MAT 330 Modern Algebra - Ring Theory	3
MAT 491 Mathematics Senior Seminar	3
<i>Complete 6 elective credits within major under consultation with advisor (MAT 324 is highly recommended as one of the electives)</i>	6

Related Requirements - (9-11 credits): CSC 103 or CSC 120 or CIS 235; At least **6 credits** in Lab Science - preferably including PHY 270

Education - Adolescence Major Requirements (31 total credits):	
APPRENTICE PHASES (13 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - must be taken immediately preceding Pre-Professional Phase	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting - 2 hours a week in a local school	0
PRE-PROFESSIONAL SEMESTER (9 credits)	
EDU 314 Methods and Techniques of Teaching Mathematics for Adolescent Students	*3
EDU 334 Literacy in the Content Areas for Adolescent Students	3
EDU 366 Principles and Techniques of Teaching Adolescent Students	3
EDU 368 Field Experience in a School Setting -Adolescence Programs	0
PROFESSIONAL SEMESTER (9 credits)	
EDU 485 Adolescence Student Teaching	8
EDU 488 Student Teaching Seminar	1

Electives: 3-5 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts as a LAS required Elective.	9-11
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirements: MAT 115/MAT 225 and a Lab Science course.

The Education Adolescence General Education requirement is 6 and has been adjusted to 0, because the following Major and Related requirements are taken: MAT 221 and a second Lab Science course.

ADOLESCENCE EDUCATION - MATHEMATICS/ SPECIAL EDUCATION—B.A.

New York State Registered Program Code: 23873
HEGIS Code: 1701.00 {Mathematics 7-12 Teacher}
Molloy Program of Study Code: AMSBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--

Education Adolescence General Education Requirements: Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math & Science General Education Requirements) — (0 credits needed) See NOTE	--
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<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
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<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG literature (ENG 161 or ENG 366 recommended); Modern Language	9
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<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
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<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH (Ethics)	9
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<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4

Major Requirements (Minimum of 39 credits): Complete either* or MAT 115 or MAT 225 (3 credits):	3
MAT 115 Elementary Statistics	*
MAT 225 Statistics for the Natural Sciences	*

MAT 221 Calculus I	4
MAT 222 Calculus II	4
MAT 223 Calculus III	4
MAT 229 Discrete Mathematical Structures	3
MAT 232 Introduction to Linear Algebra	3
MAT 251 Modern Geometry	3
MAT 320 Mathematics for the Secondary Teacher from an Advanced Standpoint	3
MAT 330 Modern Algebra - Ring Theory	3
MAT 491 Mathematics Senior Seminar	3

Complete 6 elective credits within major under consultation with advisor (MAT 324 is highly recommended as one of the electives)	6
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Related Requirements - (9-11 credits): CSC 103 or CSC 120 or CIS 235; At least 6 credits in Lab Science; preferably including PHY 270	9-11
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Education - Adolescence/Special Education Major Requirements (34 total credits):

APPRENTICE PHASES (16 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 331 Assessment: Uncovering the Abilities of Students with Disabilities in the Classroom	3
EDU 335 Students with Disabilities in the School Setting	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3

Spring of Junior Year - must be taken immediately preceding Pre-Professional Phase	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting - 2 hours a week in a local school	0

PRE-PROFESSIONAL SEMESTER (9 credits)	
EDU 314 Methods and Techniques of Teaching Mathematics for Adolescent Students	3
EDU 334 Literacy in the Content Areas for Adolescent Students	3
EDU 366 Principles and Techniques of Teaching Adolescent Students	3
EDU 370 Field Experience in a School Setting- Adolescence/Special Education Program	0

PROFESSIONAL SEMESTER (9 credits)

EDU 487 Adolescence/Special Education Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: 3-5 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts as a LAS required Elective.	6-8
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirements: MAT 115/MAT 225 and a Lab Science course.

The Education Adolescence/Special Education General Education requirement is 6 and has been adjusted to 0, because the following Major and Related requirements are taken: MAT 221 and a second Lab Science course.

ADOLESCENCE EDUCATION - MATHEMATICS/SPECIAL EDUCATION—B.A./M.S.

New York State Registered Program Code: 31981
 HEGIS Code B.A.: 1701.00 {Mathematics 7-12 Teacher}
 HEGIS Code M.S.: 808.00 {Special Education, General}
 Molloy Program of Study Code: AMSBM/AMSBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education 5 Year Adolescence/Special Education General Education Requirements: Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math & Science General Education Requirements) — (0 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG literature (ENG 161 or ENG 366 recommended); Modern Language	9
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (Minimum of 39 credits):	

<i>Complete either* or MAT 115 or MAT 225 (3 credits):</i>	3
MAT 115 Elementary Statistics	*
MAT 225 Statistics for the Natural Sciences	*
MAT 221 Calculus I	4
MAT 222 Calculus II	4
MAT 223 Calculus III	4
MAT 229 Discrete Mathematical Structures	3
MAT 232 Introduction to Linear Algebra	3
MAT 251 Modern Geometry	3
MAT 320 Mathematics for the Secondary Teacher from an Advanced Standpoint	3
MAT 330 Modern Algebra - Ring Theory	3
MAT 491 Mathematics Senior Seminar	3

Complete 6 elective credits within major under consultation with advisor (MAT 324 is highly recommended as one of the electives)

6

Related Requirements - (9-11 credits): CSC 103 or CSC 120 or CIS 235; At least **6 credits** in Lab Science; preferably including PHY 270

9-11

Education - 5 Year Adolescence/Special Education Major Requirements (52 total EDU credits):	
APPRENTICE SEMESTER (13 credits)	
Spring of Sophomore Year or Fall of Junior Year	
EDU 301E E-Portfolio	0
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience in a School Setting	0
EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms	3
PRE-PROFESSIONAL SEMESTER (12 credits)	
Fall of Senior Year	
EDU 314 Methods and Techniques of Teaching Mathematics for Adolescent Students	3
EDU 506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners	6
EDU 570 Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder	3
PROFESSIONAL SEMESTER (12 credits)	

Spring of Senior Year	
EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12	3
EDU 554B Pre-Professional Adolescent/Special Education Field Experiences in Inclusive Classrooms	0
EDU 571 Assessment, Diagnosis and Evaluation of Students with Disabilities	3
EDU 573 Strategies, Methods and Environments for Teaching Adolescent Students with Disabilities	3
EDU 575 Curriculum Content, Practices and Environmental Issues for Teaching Adolescent Students with Disabilities	3
5th YEAR PROFESSIONAL SEMESTER (9 credits)	
Fall of 5th Year	
EDU 555B Student Teaching Adolescence/Special Education (Grades 7-9)	3
EDU 556B Student Teaching Adolescence/Special Education (Grades 10-12)	3
EDU 557B Student Teaching Adolescence/Special Education (Grades 7-12)	0
EDU Content Elective (EDU 580-599)	3
5th YEAR PROFESSIONAL SEMESTER (6 credits)	
Spring of 5th Year	
EDU 547C Developing Reflective Research Practice for Special Education and Inclusive Classrooms in Adolescent Education	3
EDU Content Elective (EDU 580-599)	3
Electives: 3-5 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts as a LAS required Elective. Total for degree credits vary due to Related Requirements variations.	3-5
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	141-143

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirements: MAT 115/MAT 225 and a Lab Science course.

The Education 5 Year Adolescence/Special Education General Education requirement is 6 and has been adjusted to 0, because the following Major and Related requirements are taken: MAT 221 and a second Lab Science course.

ADOLESCENCE EDUCATION - MATHEMATICS/ TESOL—B.A./M.S.

New York State Registered Program Code: 38225
 HEGIS Code B.A.: 1701.00 {Mathematics 7-12 Teacher}
 HEGIS Code M.S.: 1508.00 {Teaching of English as a Second Language}
 Molloy Program of Study Code: AMTBM/AMTBG

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education 5 Year Adolescence/ TESOL Education General Education Requirements:	
Second Math course; Second Science course (Take two Lab Science courses to also count towards the two Lab Science Mathematics Related Requirement and to meet the Math & Science General Education Requirements); Beyond the Language General Education requirement - Three additional Modern Language courses required (No ESL/Total 12 credits) — (9 credits needed) See NOTE	--
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; ENG literature (ENG 161 or ENG 366 recommended); 4 Modern Language courses (No ESL)	18
<i>Social and Behavioral Sciences (1 of each discipline) (9 credits):</i> HIS; POL; PSY 206 (required for Education majors)	9
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (Minimum of 39 credits):	
<i>Complete either* or MAT 115 or MAT 225 (3 credits):</i>	3
MAT 115 Elementary Statistics	*
MAT 225 Statistics for the Natural Sciences	*
MAT 221 Calculus I	4
MAT 222 Calculus II	4
MAT 223 Calculus III	4
MAT 229 Discrete Mathematical Structures	3
MAT 232 Introduction to Linear Algebra	3
MAT 251 Modern Geometry	3
MAT 320 Mathematics for the Secondary Teacher from an Advanced Standpoint	3
MAT 330 Modern Algebra - Ring Theory	3
MAT 491 Mathematics Senior Seminar	3
<i>Complete 6 elective credits within major under consultation with advisor (MAT 324 is highly recommended as one of the electives)</i>	6

Related Requirements - (9-11 credits): CSC 103 or CSC 120 or CIS 235; At least **6 credits** in Lab Science; preferably including PHY 270

9-11

Education - 5 Year Adolescence/TESOL Major Requirements (49 total EDU credits):

PRE-APPRENTICE SEMESTERS (7 credits)

Sophomore or Junior Year

EDU 301E E-Portfolio 0

EDU 360 Foundations of Education for Regular and Special Education Teachers 3

EDU 361 Law and Professionalism in Inclusive Settings 1

EDU 365 Critical Examination of Issues in Education 3

APPRENTICE SEMESTER (6 credits)

Spring of Junior Year

EDU 329 Strategies for All Learners in the Diverse Classroom 3

EDU 330T Field Experience in TESOL 0

EDU 542 Structure and Application of American English 3

PRE-PROFESSIONAL SEMESTER (12 credits)

Fall of Senior Year

EDU 314 Methods and Techniques of Teaching **Mathematics** for Adolescent Students 3

EDU 506B Adolescent Reading, Writing and Communicating in the Content Areas for Inclusive Classrooms of Diverse Learners 6

EDU 537 Diverse Abilities and Needs of Students in Inclusive Classrooms, Birth-Grade-Grade 2, Childhood 1-6 and Adolescence 7-12 3

PROFESSIONAL SEMESTER (9 credits)

Spring of Senior Year

EDU 513 Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 3

EDU 541 Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice 3

EDU 543 Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners 3

5th YEAR PROFESSIONAL SEMESTER (9 credits)

Fall of 5th Year

EDU 540 Introduction to Linguistics for TESOL and Bilingual Professionals 3



EDU 544 PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas	3
EDU 547D Developing Reflective Research Practice for Teaching English to Speakers of Other Languages (TESOL)	3
EDU 550T Preprofessional TESOL PK-12 (Five Year Program)	0
EDU 554A Preprofessional Adolescent Field Experiences in Inclusive Classrooms	0

5th YEAR PROFESSIONAL SEMESTER (6 credits)

Spring of 5th Year

EDU 545T TESOL Student Teaching (Grades PK-12) (Five Year Program)	3
EDU 553C Student Teaching Childhood (Grades 1-3 and 4-6) (Five Year Program)	0
EDU 555C Student Teaching Seminar - Adolescent (Grades 7-12) (Five Year Program)	3

Electives: The Liberal Arts and Sciences (LAS) requirement for a B.A. degree is met. **FST 101** counts towards required Electives. No Electives are required if FST is waived. Total for degree credits vary due to Related Requirements variations. 0-1

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.) --

Total: 144-146

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major or Related requirements will also satisfy the General Education requirements: MAT 115/MAT 225 and a Lab Science course.

The Education 5 Year Adolescence/Special Education General Education requirement is 6 and has been adjusted to 0, because the following Major and Related requirements are taken: MAT 221 and a second Lab Science course.

Programs for Computer Studies Majors

Computer Studies introduces students to the concepts and applications of computers and prepares them to effectively utilize computers in their respective fields and subsequent careers.

GOALS AND OBJECTIVES OF COMPUTER SCIENCE (CSC)

- To provide students with the skills necessary for developing modern web and mobile applications.
- To provide the student with an understanding of programming languages and computer architecture concepts in order to prepare the student to keep pace with a rapidly changing field.
- To prepare the student for careers as software engineers.
- To provide the student with the background for

graduate study in the computer field.

GOALS AND OBJECTIVES OF COMPUTER INFORMATION SYSTEMS (CIS)

- To provide students with the skills to analyze, design, implement and manage large-scale information systems.
- To prepare computer majors for careers and/or graduate work in systems analysis and design, database management, communications networks and web development.
- To enable all students to acquire knowledge and skills in information technology necessary for career success.

GOALS AND OBJECTIVES OF COMPUTER PROFICIENCY COURSES (CSP)

- To develop the student's proficiency in using personal computer hardware and software through hands-on experience.

To offer a variety of one-credit computer application courses so that departments may select a combination of courses more appropriate to their particular discipline.

COMPUTER SCIENCE—B.A.

New York State Registered Program Code: 86099
 HEGIS Code: 701.00 (Computer and Information Sciences, General)
 Molloy Program of Study Code: CSCBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC	9
<i>Math and Science (3 credits):</i> Science course (Lab course in BIO, CHE or PHY preferred)	3
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH (PHI/MAT 324 preferred)	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements - (Minimum of 37 credits):	
CSC 120 Programming I	3
CSC 121 Programming II	3
CSC 229 Discrete Mathematical Structures	3
CSC/CIS 235 Introduction to Web Scripting	3
CSC 244 Data Structures	4

Core Complete two of the following courses* (6 credits):	6
CSC 323 Assembly Language and Systems Programming	*
CSC 330 Operating Systems	*
CSC 337 Web/Mobile Game Development	*
CSC 352 Back-end Web/Mobile App Development	*
CSC 460 Internship	3
CSC 491 Capstone Seminar	3
Complete at least 9 additional credits** from the following (9 credits):	9
CIS/CSC any level courses	**
Related Requirements - (17 credits):	
MAT 221 Calculus I	4
MAT 222 Calculus II	4
Complete either*** MAT 115, MAT 225 or MAT 361 (3 credits):	3
MAT 115 Elementary Statistics	***
MAT 225 Statistics for the Natural Sciences	***
MAT 361 Probability and Mathematical Statistics	***
MAT 231 Discrete Mathematics for Computer Science	3
MAT 232 Introduction to Linear Algebra	3
Electives: 17 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. Depending on the course, some of the electives for the Major can be counted as LAS, some will not count. FST 101 counts towards required LAS Electives.	33
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Total:	128

NOTE: The General Education requirement is 44 and has been adjusted to 41 because the following Related requirement will also satisfy the General Education requirement: MAT 221.

MATHEMATICS/COMPUTER SCIENCE—B.A. (DOUBLE MAJOR)

New York State Registered Program Code: 07465
 HEGIS Code: 1701.00 {Mathematics, General}
 New York State Registered Program Code: 86099
 HEGIS Code: 701.00 {Computer and Information Sciences, General}
 Molloy Program of Study Code: MATBA/CSCBA

Since several required courses (MAT/CSC) are the same for both majors, the requirements for a double major are:

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	

Arts and Fine Arts (2 out of 3 disciplines) (6 credits): ART History/MUS History/COM Speech	6
English and Modern Languages (1 of each discipline) (9 credits): ENG 110; Modern Language; and Modern Language/Literature	9
Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits): HIS/POL/PSY/SOC	9
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Mathematics Major Requirements - (36 adjusted credits from 42) Required courses same as for mathematics major (Excluding MAT 229/CSC 229) and CSC/MAT460 - Shared Requirement)	36
Notice: For the option in the Mathematics Major Requirements for Statistics: Complete MAT 225 - (MAT 225 is preferred); This will also satisfy the Computer Science Related Requirement.	
Computer Science Major Requirements - (31 adjusted credits from 37) Required courses same as for computer science major (Excluding CSC 229/MAT 229 and CSC/MAT460- Shared Requirement)	31
Mathematics and Computer Science Shared Requirements: (6 credits)	
CSC 229/MAT 229 Discrete Mathematical Structures	3
MAT 115 Elementary Statistics or MAT 225 Statistics for the Natural Sciences are required for either major. (MAT 361 can be taken for the Mathematics Major Elective requirements. Both majors require either MAT 115 or MAT 225, so one of these should be taken.)	3
Mathematics and Computer Science Internship Shared Requirement (3 credits included)	
CSC/MAT 460 Internship (CSC 460 preferred)	3
Related Requirements (Double Major) - At least 6-8 credits in Lab Science, preferably including PHY 270 OR a lab course in BIO, CHE or PHY preferred	6
For Math-Specific Related Requirements - (0 credit) Note: CSC 120 in the Computer Science major satisfies the other related requirements	0

For Computer Science-Specific Related Requirements - (3 credits) Note: MAT 221, MAT 222, MAT 225 and MAT 232 in the Math major satisfies the Computer Science related requirements. (MAT 231 Discrete Mathematics for Computer Science for 3 credits is required as part of the double major)	3
Electives: The Liberal Arts and Sciences (LAS) for a B.A. degree is met. FST 101 counts towards required Electives. 9-11 Electives are required if FST is waived.	9-11
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44 and has been adjusted to 38 because the following Major and Related requirements will also satisfy the General Education requirements: MAT 221; Lab Science course.

COMPUTER INFORMATION SYSTEMS—B.S.

New York State Registered Program Code: 22308
HEGIS Code: 702.00 {Information Sciences and Systems}
Molloy Program of Study Code: CISBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (35 credits needed) See NOTE	
<i>Arts and Fine Arts (1 out of 2 disciplines) (3 credits):</i> ART History/MUS History	3
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (9 credits):</i> HIS/POL/PSY/SOC (POL 303 and SOC 166 recommended)	9
<i>Math and Science (3 credits):</i> Science course	3
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits):</i> PHI; TRS	6
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements - (36 credits)	
CIS 102 Computer Application and CIS	3
<i>Complete two courses* from the following</i>	6
CIS 103 Visual Programming	*
CSC 120 Programming I	*
CSC 121 Programming II	*
CIS 235 Introduction to Web Scripting	*
CIS 112 Introduction to Web Design and Development	3
CIS 224 Introduction to Database Management	3

CIS 318 Systems Analysis and Design	3
CIS 339 Networks I - Local Area Networks	3
CIS 360 Computer Information Systems in Business	3
CIS 460 Internship	3
CIS 491 CIS Capstone Seminar	3
<i>Complete two courses** from the following (6 credits):</i>	6
CIS any level course	**
CSC any level course	**
Related Requirements (27 credits):	
BUS 101 Introduction to Business	3
BUS 201 Principles of Management	3
ACC 260 Accounting I	3
MKT 230 Principles of Marketing	3
<i>Complete either** COM 110 or COM 114:</i>	3
COM 110 Experiences In Communication	**
COM 114 Group Discussion	**
ENG 236 Effective Business Writing	3
ETH 257 Business Ethics	3
MAT 115 Elementary Statistics	3
<i>Complete either*** MAT 116 or MAT 118 (3 credits):</i>	3
MAT 116 College Algebra and Trigonometry	***
MAT 118 Pre-Calculus	***
Electives: The Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts towards required Electives.	30
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44 and has been adjusted to 35 because the following Related requirements will also satisfy the General Education requirements: COM 110/COM 114, MAT 115 and ETH 257.

Molloy
College



The Barbara H. Hagan School of

Nursing

Programs of Study

Letter from the Dean of The Barbara H. Hagan School of Nursing

Dear Student,

Welcome to the Barbara H. Hagan School of Nursing at Molloy College. I congratulate you on choosing a career as a professional nurse. You will enter professional nursing practice at a critical time, when the need for competent, knowledgeable, and compassionate nurses has never been greater, and when opportunities for nursing professionals to engage innovations to promote improved health for individuals, families, communities, and populations across the lifespan and across health settings are expanding exponentially. Since 1955, Molloy College has been educating professional nurses as clinicians and leaders in health and healthcare. Graduates of the Barbara H. Hagan School of Nursing are highly regarded for their commitment to excellence in service to their diverse communities and clients, and are exceptionally well-prepared to take on the current and future challenges of designing, delivering, and evaluating high quality, evidence-based, humanistic nursing care in a rapidly changing health care system.



The Barbara H. Hagan School of Nursing offers programs that prepare students for initial licensure as registered nurses, for career mobility, and for a wide array of leadership roles in nursing and healthcare. Our baccalaureate programs establish the foundation for the pursuit of graduate education in nursing at the master's and doctoral levels. Graduate programs include nurse practitioner, clinical nurse specialist, nursing education, nursing/health administration, doctor of nursing practice (DNP), and PhD in nursing programs. Our faculty are expert clinicians, scholars, and educators who are committed to helping you achieve your goals and to creating an educational environment where you will thrive and find meaning in your studies. Our state-of-the-art clinical and simulation laboratories and classrooms provide learning environments that facilitate achievement of important competencies for nursing practice and leadership.

Regardless of program, students in the Barbara H. Hagan School of Nursing will find a learning community that celebrates its diversity, values clinical and intellectual curiosity and innovation, embraces excellence, and strives to support the growth and achievement of all of its members. We are excited to have you join us on our journey through lifelong learning and nursing excellence.

Best wishes for a meaningful experience as a Molloy student.

A handwritten signature in black ink that reads "Marcia R. Gardner".

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



1-888-4-MOLLOY
www.molloy.edu

Mission Statement of The Barbara H. Hagan School of Nursing

To challenge students, faculty, and community partners toward excellence as they advance their professional and personal development as nurse generalists, as advanced practice nurses, as nurse scholars, and as nurse leaders through a lifelong process of creative, ethical, and collegial discourse and practice.

Nursing

H315 The Barbara H. Hagan School of Nursing
515.323.3650

Marcia R. Gardner, Ph.D., R.N., C.P.N.P., C.P.N., Dean of The Barbara H. Hagan School of Nursing

Teresa C. Aprigliano, Associate Dean and Director, R.N./Dual Degree Programs, LPN-BS Programs

Rose L. Schecter, Associate Dean and Director, Undergraduate Program

Professors: Teresa Aprigliano, Marcia Caton, Valerie Collins, Bernadette Curry (Dean Emerita), Donna Driscoll, Veronica Feeg, Debra Hanna, Kathleen Lamaute, Lois Moylan, Ann Marie Paraszczuk, Freida Pemberton, Rose Schecter, Victoria Siegel, Susan Vitale, Margaret Whelan

Associate Professors: Normadeane Armstrong, Geraldine Cornell, Elizabeth Cotter, Patricia Eckardt, Lorraine Emeghebo, Mary Fassetta, Joan Ginty, Debra Kantor, Susan Krenitsky-Korn, Aliya Kuerban, Jennifer Mannino, Kerry Mastrangelo, Geraldine Moore, Maureen Moulder, Patricia Rozea, Alicia Stone, Anne Tumbarello, Denise Walsh

Assistant Professors: Patricia Bennett, Alexandra Bliven, Elaine Burger, Laura Candelaria, Nicolette Ceo, Christine Cervini, Mary Cuff-Plante, Christine D'Ambrosio, Helen Dubinsky, Noreen Giordano, Nona Holmes, Judith James-Borga, Ann Langan, Seatbyul Diane Lee, Joanne Manning-Baker, Andrea Morgan-Eason, Jean Marie Osborne, Sharon Placella, Barbara Schwartz, Eileen Shah, Ethel Simmons-Ulrich, A. Sharon Summers-Hayes, Marcia Williams-Hailey, Sheryl Wolkowitz, Carole Zarcone

Instructors: Anna George, Michael Finnegan

NURSING UNDERGRADUATE PROGRAM

Rose L. Schecter, Associate Dean and Director, Undergraduate Program

H210 The Barbara H. Hagan School of Nursing
516.323.3655

DEGREE COMPLETION PROGRAM FOR REGISTERED NURSES DUAL DEGREE PROGRAM FOR REGISTERED NURSES DUAL DEGREE PROGRAM FOR SECOND DEGREE LPN—B.S./RN PROGRAM

Teresa C. Aprigliano, Associate Dean and Director, R.N./Dual Degree Program

H211 The Barbara H. Hagan School of Nursing
516.323.3659

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

MISSION

To challenge students, faculty, and community partners toward excellence as they advance their professional and personal development as nurse generalists, as advanced practice nurses, as nurse scholars, and as nurse leaders through a lifelong process of creative, ethical, and collegial discourse and practice.

VISION

To create a vibrant learning environment where humanistic nursing practice, education, and scholarship intersect for the advancement of healthcare and the profession of nursing in service to a global community.

GOALS

- Provide educational programs that prepare professional nurses for leadership roles in the delivery, design, and evaluation of nursing care that is evidence-based, humanistic, and responsive to the ethical, cultural, spiritual, and psychosocial needs of individuals, families and communities.
- Create a collaborative environment of scholarly inquiry and learning to advance knowledge in the discipline of nursing and to improve healthcare.
- Encourage excellence in teaching/learning, professional development, scholarship, and service within the college, community, and profession of nursing.

PHILOSOPHY OF THE SCHOOL OF NURSING

The faculty of the School of Nursing, in accord with Molloy College, believes that every person, as a biological, psychological, sociological, spiritual, cultural being, has an innate potential for self-actualization in a dynamic universe. We believe that human beings are entitled to an environment that fosters individual self-esteem and mutual positive regard. We hold in high esteem the inherent worth and dignity of all individuals. It is the concept of valuing, in relation to humanity-environment-health, which gives meaning to humanistic nursing practice.

Each human being is an integrated whole, evolving through time. The uniqueness of humanity is reflected through individuals, families and communities continuously interacting with their environment. Since environment influences the health and well-being of humanity, we recognize our collective responsibility to strive toward an environmentally better world.

Health is a dynamic state of bio-psycho-socio-spiritual-cultural

well-being. A responsible society provides a health care system that enables individuals to function at their highest level. Nursing meets the actual and potential needs of humanity by assisting a diverse, multi-cultural population to attain, maintain and retain optimum health.

Nursing is both a science and an art that focuses on the diagnosis and treatment of human responses. Humanistic nursing integrates theory and practice within a framework of ethical decision-making. Nursing provides health care for individuals, families and communities. Central to professional practice are caring, interpersonal communication and nursing therapeutics. We believe that nursing is a social contract grounded in the profession's code of ethics and requires a life-long professional commitment.

Baccalaureate nursing education is based on liberal arts and sciences. This foundation distinguishes baccalaureate nurses by preparing them to communicate, evaluate and provide humanistic health care. Professional nursing education includes nursing's scientific body of knowledge, which is augmented by the findings of multidisciplinary research. Baccalaureate education prepares the nurse generalist in a beginning leadership role as a member of an interdisciplinary health care team who is able to practice in a variety of settings.



The faculty believe that learning is an ongoing process that fosters intellectual inquisitiveness, critical thinking and decision-making, a creative approach to life situations and an appreciation of ethical and aesthetic values. We believe learning occurs best in a humanistic environment that values students and supports them in becoming increasingly self-aware and self-directed.

NURSING ARTICULATION AGREEMENTS FOR ASSOCIATE DEGREE NURSES

The School of Nursing has articulation agreements with the Departments of Nursing at Nassau Community College, Queensborough Community College, the State University of New York at Farmingdale and Delhi College. Graduates of these programs with a cumulative index of 2.5 and a grade of C or better in nursing are accepted in the Molloy Nursing Program.

NURSING PROGRAM PURPOSE

The purpose of the Baccalaureate Program in Nursing at Molloy College is to prepare the nurse generalist to practice in a variety of health care settings in beginning clinical leadership/ management roles. The program is designed to build on the liberal arts and sciences and provide a foundation for advanced study. The Judeo-Christian tradition of Molloy College provides a basis for the nursing framework, thereby preparing nurses for humanistic professional practice.

Characteristics of the Baccalaureate Graduate

The graduate of the baccalaureate nursing program of Molloy College is an educated individual who has acquired the knowledge and skills to provide humanistic nursing practice in multiple settings and a foundation for advanced study in nursing. This nurse:

- Demonstrates professional practice that upholds the inherent worth and dignity of individuals, families and communities, sensitive to their diverse spiritual and cultural needs.
- Synthesizes knowledge from the humanities, sciences and nursing as the foundation for critical thinking and decision making.
- Employs effective communication skills throughout the scope of professional practice.
- Utilizes evolving technology to promote quality patient outcomes.
- Provides consistent, safe and competent patient-centered care.
- Considers the complex economic, legal, political and ethical issues affecting the delivery of care in the dynamic and global health care environment.
- Assumes responsibility and accountability for professional nursing practice.
- Demonstrates beginning leadership abilities as a member of an interdisciplinary health care team.
- Evaluates and integrates research that supports evidence-based nursing practice.
- Demonstrates intellectual inquisitiveness and a lifelong commitment to learning.

NURSING PROGRAM OPTIONS

The Baccalaureate Nursing Program has several options, each of which is described in the following pages:

- Generic Undergraduate Program
- Dual Degree Program for Second Degree Students

- LPN to BS/RN Program
- Degree Completion Program for Registered Nursing Students
- Dual Degree Program for Registered Nurses
- Alternative Admission Pathway to Master's Program: Bridge Program for RNs with a Non-Nursing Baccalaureate Degree.
- "English as a Second Language (ESL)" students are required to take the Michigan Test. Please refer to admissions requirements at the front of the Catalog for additional information. Prior to entry into Level I nursing courses, ESL students must have completed all ESL required courses.

READMISSION

Students who left the Molloy College Nursing Program in good standing and who are requesting readmission to the Molloy College Nursing Program are required to meet the following conditions for reinstatement:

- Clinical nursing course work completed more than three years ago in Molloy College's Nursing Program must be repeated. The need for repetition of non-clinical nursing courses will be determined on an individual basis.
- Students who have been withdrawn due to academic failure may not be readmitted to the same undergraduate nursing program.
- Readmission to the Nursing Program for students who have taken Molloy College School of Nursing clinical courses within the past three-year period may require that students successfully complete challenge examinations and demonstrate clinical competence. The need for such examinations will be determined on an individual basis.

Nursing Program Policies and Requirements

PROGRESSION CRITERIA - PRIOR TO STARTING PROGRAM

Science Courses

- Science prerequisite courses under consideration for transfer of credit to the nursing major should have been taken within ten (10) years prior to the date of application. Science courses that are older than ten (10) years will not be accepted.

Reading and Writing Proficiency (All Students)

- Students are tested for reading and writing levels upon admission. See front of Catalog under "Admissions" requirements for testing information. English courses and remediation are assigned based on students' performance

Reading and Writing Specific to Generic Students

- Prior to entry into Level I nursing courses, all nursing students must achieve a minimum score of 480 on the SAT Critical Reading test or have completed ENG 101 with a minimum grade of "C". Prior to entry into Level III, students must have successfully completed English Composition (ENG 110) or its transferred equivalent.
- RN Degree Completion and DDP/RN Students must have completed required remedial writing course and/or ENG 110 prior to entering any nursing courses.

Mathematics Proficiency for Generic Students

- A mathematics proficiency examination will be administered to all nursing students as part of the admissions process. Transfer students and "change of major into nursing" students will take the test at the first scheduled date after such transfer. Successful completion of this test (90% or above) is required for all students before NUR 129 may be taken.
- A student receiving a grade below 90% will be required to successfully complete one remediation course (MAT 060).
- Students who have taken the ATI Test of Essential Academic Skills (TEAS®) Exam prior to admission must achieve an 80% on essential math skills portion. These students will not need to take the mathematics proficiency examination and may begin nursing courses. Student with less than 80% must take MAT 060.
- **Failure to attain a "Pass" grade (90% or higher) when taking this course (MAT 060) will necessitate withdrawal from the Nursing program. This course may be taken only once.**

SCHOOL OF NURSING REQUIREMENTS

Progression Requirements

- Before beginning the Sophomore year, students must have met the following prerequisites: BIO 120, BIO 121, (BIO 222 when required for transfer students) BIO 245, CHE 112; PSY 111; SOC 101 or SOC 166; a 2.5 cumulative index and appropriate reading, writing and math test scores.
- All students are required to complete the ATI Test of Essential Academic Skills (TEAS®) Exam during NUR 129.
- Prior to NUR 209, all nursing majors are required to have nine-hour Cardio-Pulmonary Resuscitation certification (CPR), for professional rescuers. Consult the Molloy College Continuing Education Program, the Red Cross, Heart Association or local programs for course availability. Thereafter, re-certification is required every two years.
- Students are required to complete a Fire Safety Program prior to entering the clinical setting in NUR 209. The program is available on the computers in the Nursing Lab, H009. At the completion of the computer program students will receive a printout that confirms completion of the program. This will be kept in their permanent file.
- Students are required to complete a State Mandated Infection Control Module prior to entering the clinical setting in NUR 209. At the completion of the computer program, students will receive a printout that confirms completion of the program. This will be

kept in their permanent file. Related course content will be incorporated into NUR 209 lectures and tested via objective exam.

- Students are required to complete a State Mandated Child Abuse Module prior to completing NUR 349. Documentation of completion will be kept in their permanent file. In addition, related course content will be incorporated into NUR 349 lectures and tested via objective exam.
- The School of Nursing has instituted a testing program to assist undergraduate students. The purpose of this program is to provide students with curriculum-wide assessment and remediation activities. Students have the opportunity to become more successful in their educational career; and with the assistance of the program, students will continually identify, review and refine their knowledge. Throughout the nursing program, pre-identified assessments will be required along with the suggested remediation. During the senior semesters, students will be required to attend a three day pre-NCLEX seminar. The purpose of these seminars is to assist the student in the process of NCLEX preparation. Additionally, immediately upon graduation students will be required to attend the three day live review offered by ATI. There is a testing fee associated with certain nursing courses to cover the costs of the entire testing program and resources.

Drug Calculation Proficiency

- Prior to completion of NUR 239, the student will complete a level drug calculation test. A minimum grade of 90% is required. If 90% or greater is not achieved the test may be retaken once following the completion of prescribed remediation. If the student fails to attain a 90% on the retake examination, he/she may NOT progress, until successfully completing NUR 070. NUR 070 may be taken only one time following a level drug calculation failure. If the student fails to demonstrate competency in level drug calculations in NUR 070 by scoring below 90% on the examination, the student may NOT continue as a nursing major. (Refer to Courses in Nursing Section for the NUR 070 course description).
- Prior to start of NUR 409, the student must successfully complete a level drug calculation test. A minimum passing grade of 90% is required. If 90% is not achieved, the test may be retaken once following completion of prescribed remediation. If the student fails to receive 90% on the retake exam, he/she may NOT progress into NUR 409 without successfully completing NUR 071. NUR 071 may be taken only one time following a level drug calculation examination failure. If the student fails to demonstrate competency in level drug calculations in NUR 071 by scoring below 90% on the examination, the student may not continue as a nursing major. (Refer to the Courses in Nursing Section for the NUR 071 course description).
- Ongoing assessment of drug calculation skills is done throughout the program.

BACCALAUREATE PROGRAM REQUIREMENTS

For All Nursing Students

- Effective Fall 2009, upon acceptance to the nursing major, a background check may be required for rotation to specific clinical agencies. The clinical agencies will notify Molloy College for those individuals who have an unsatisfactory background check. The student then will have the opportunity to schedule an appointment with the College appointed individual(s) to review the results of the background check. A determination on proceeding is then made on a case-by-case basis. Progression and clinical placement in the nursing program may be contingent upon a satisfactory background check.
- Upon completion of the nursing program, students will complete an application for licensure as a registered nurse and take the NCLEX-RN licensure examination. A component of the process is determination of "good moral character". The application asks the applicant to indicate if the "applicant has been convicted of a crime, or has committed an act which raises a reasonable question as to the applicant's moral character". (Please refer to New York State Education Department, Office of Professions, Regents Rules, Part 28, p.111, www.op.nysed.gov.) It is the student's responsibility to seek legal guidance with any concern about meeting these criteria.
- Students are expected to attend all scheduled clinical days. Absence from a clinical experience must be reported to the faculty, the unit and the school-designated number as instructed by the clinical faculty. Students will be required to make up any time missed. A fee of \$150 will be charged effective Fall 2011. The student will be responsible for payment of the fee to the Bursar's Office before the end of the semester.
- Nursing majors must have access to a car for ALL clinical experiences and are responsible for all transportation to and from clinical.
- Health Requirements: Prior to entry into NUR 209, clinical settings, a physical examination with immunizations, boosters and antibody titres, as well as specific requirements of individual agencies, is mandated (see posted Division schedule). Thereafter, an annual physical is required as per School of Nursing schedules.
- Students who do not submit their initial or annual completed physical by the due dates will be charged a late fee of \$50.00.
- No student will be permitted to attend a clinical experience without a completed School of Nursing Physical Form on file in the School of Nursing. No further notice will be given.
- In addition, a student may be required to submit, at any time, a statement from his/her health care provider if evident limitations interfere with the student's practice or learning.
- All students are required to carry liability insurance

under a group plan sponsored by Molloy before taking any clinical nursing course. See the School of Nursing for additional information. (RN and LPN students are required to carry individual policies and provide copies to the School of Nursing.) A copy of state licensure should be on file in the Admissions Office.

- Students are required to maintain a clinical skills manual throughout the program. The manual will be instituted during NUR 209 or NUR 226 LPN and updated during each subsequent clinical nursing course. Student proficiency in skills will be validated by Nursing Learning Laboratory staff and faculty. Students will be required to demonstrate skill proficiency to faculty at the beginning of each clinical nursing course.
- Clinical laboratory experiences are provided in cooperation with a variety of community agencies in the Nassau, Suffolk and the greater New York metropolitan area.
- Students may not schedule a class earlier than 1 hour from the scheduled end of a clinical course.

Academic Progression Criteria

Nursing students are responsible for meeting all Nursing Program requirements as stated in the Molloy College Catalog. The progression requirements noted below apply at various points in the program.

- All entering freshmen and transfer students who score a minimum of 480 on the Critical Reading section of the SAT exam are exempt from reading courses and may begin nursing and science sequence courses (see "Admissions Requirements for Freshmen and Transfers" in front section of the Molloy College Catalog). Students must pass the entrance math screening test or MAT 060 to begin the program.
- Student must have an overall 2.5 cumulative index prior to beginning NUR 209, NUR 229, NUR 239 and NUR 226 LPN. An overall 2.3 cumulative index is required prior to beginning NUR 329 and associated courses.
- Grades of "C+" or better are required in all science courses. **The same science course may be repeated one time only. Failure on the re-take of the science will result in a dismissal from the Nursing Program. Nursing students that withdraw from a science course with less than the required C+ (77) grade will be given a WF.**
- Grade of C+ or better are required in all nursing courses.
- The same nursing course may be repeated one time only. Failure on the re-take will result in dismissal from the nursing program.
- Students may withdraw from the same nursing course no more than once. The student must complete the course, to earn a grade, when re-taking.
- Failure of a third nursing courses will result in dismissal from the nursing program
- Failure of two clinical courses (see listed clinical courses) will result in dismissal from the nursing program.

- The School of Nursing reserves the right to review and modify this failure policy.
- Students may register for courses during the Summer on an "as available" basis. Criteria for Summer attendance are:
 - Overall GPA of 3.2, including the Spring semester.
 - No failed nursing courses throughout program.
 - Students, who withdraw during the Spring semester with either a "W", "WA" or "WF", will not be eligible to register for Summer nursing courses.
 - Students, who do not pass their nursing course(s) during the Spring semester, will not be permitted to take that course (or courses) during the Summer.
 - NUR 349/NUR 359 are available in the Summer for dual degree students **ONLY**. Students must have a minimum GPA of 3.3. Students must also meet **ALL** other progression and grade criteria.
- Intersession Courses:
 - Students may register for nursing courses during intersession with an earned minimum GPA of 3.2 or higher and no prior course failures or withdrawals.
- For Dual Degree/Second Degree students only Summer:
 - Overall GPA of 3.3, including Spring semester, is required to take NUR 349 and/or NUR 359 in Summer.
 - For Molloy Alumni, the semester GPA is utilized to determine if required (3.3) GPA has been obtained.
 - All other Summer criteria listed above apply to Dual Degree/Second Degree students.
- Acceleration in the nursing program occurs in semester one. For students that have completed BIO 120, BIO 121, BIO 245 and CHE 112 along with psychology and sociology, the criteria are:
 - Acceptance into the nursing program
 - Acceptable college required SAT reading-level
 - Passing of math screening test or MAT 060
 - GPA of 3.3.
 - For undergraduate students, a minimum of 90% on ATI Test of Essential Academic Skills (TEAS®) Reading Assessment.
 - For Dual Degree/Second Degree students, a minimum of 92.5% on ATI Test of Essential Academic Skills TEAS®) Reading Assessment.
- Students are expected to participate in all School of Nursing required testing/ learning activities. These

computer-provided activities include but are not limited to those associated with a specific course as well as additional modules as deemed necessary by either faculty or the School of Nursing. Additionally, students are required to attend the NCLEX review course given immediately after completing the program. Students commit themselves to make every serious attempt needed to schedule and take the NCLEX licensure exam as soon after completing the review course as is possible.

Testing Program/Survey

- During NUR 499, students are required to take a standardized test in preparation for the NCLEX-RN. Academic remediation/support is required of those students who do not achieve the required test score.
- Throughout the Program, there will be required assessment and enrichment activities for student completion.
- Students must complete the majority of liberal arts requirements before beginning upper division courses. Liberal arts requirements must be completed prior to or concurrent with completion of NUR 499 or RN course NUR 496.

RETENTION

An exit interview with an Associate Dean of Program is required for students who choose to change their program or withdraw from

Molloy, as well as for students whose grades do not meet program requirements.

GRADUATION

Students must complete all general education and nursing program requirements for a total of 128 credits with a minimum cumulative index of 2.0.

A grade of "C+" or better is needed for all nursing and science courses. (RNs—See RN Student Handbook).

Graduates of this program are eligible to take the National Council Licensure Examinations (NCLEX-RN) administered by New York State to achieve licensure as a registered professional nurse.

FACILITIES

A fully equipped and staffed nursing learning center is available on the main campus and at the Suffolk Center for student use.

Programs for Nursing Majors

NURSING NEW YORK STATE PROGRAMS AND HEGIS CODES

New York State Registered Program Code: 07458 (Generic - BS)

HEGIS Code: 1203.00 {Nursing}

Molloy Program of Study Code: NURBS



New York State Registered Program Code: 91347 (RN-BS Non-License Qualifying)

HEGIS Code: 1203.10 {Nursing - RN required for Admission}

New York State Registered Program Code: 22184 (CNS - Dual BS/MS)

HEGIS Code: 1203.00 {Nursing}

New York State Registered Program Code: 22185 (CNS - Dual RN-BS/MS)

HEGIS Code: 1203.10 {Nursing - RN required for Admission}

New York State Registered Program Code: 22188 (NAI - Dual BS/MS)

HEGIS Code: 1203.00 {Nursing}

New York State Registered Program Code: 22189 (NAI - Dual RN-BS/MS)

HEGIS Code: 1203.10 {Nursing - RN required for Admission}

New York State Registered Program Code: 22186 (NE - Dual BS/MS)

HEGIS Code: 1203.00 {Nursing}

New York State Registered Program Code: 22187 (NE - Dual RN-BS/MS)

HEGIS Code: 1203.10 {Nursing - RN required for Admission}

New York State Registered Program Code: 21419 (ANP - Dual BS/MS)

HEGIS Code: 1203.00 {Nursing}

New York State Registered Program Code: 20708 (ANP - Dual RN-BS/MS)

HEGIS Code: 1203.10 {Nursing - RN required for Admission}

New York State Registered Program Code: 21418 (FNP - Dual BS/MS)

HEGIS Code: 1203.00 {Nursing}

New York State Registered Program Code: 20839 (FNP - Dual RN-BS/MS)

HEGIS Code: 1203.10 {Nursing - RN required for Admission}

New York State Registered Program Code: 21417 (NPP - Dual BS/MS)

HEGIS Code: 1203.00 {Nursing}

New York State Registered Program Code: 20838 (NPP - Dual RN-BS/MS)

HEGIS Code: 1203.10 {Nursing - RN required for Admission}

New York State Registered Program Code: 21416 (PNP - Dual BS/MS)

HEGIS Code: 1203.00 {Nursing}

New York State Registered Program Code: 20710 (PNP - Dual RN-BS/MS)

HEGIS Code: 1203.10 {Nursing - RN required for Admission}

New York State Registered Program Code: 19244 (Dual-BS/MS License Qualifying)

HEGIS Code: 1203.00 {Nursing} (BS)

HEGIS Code: 1203.10 {Nursing} (MS)

New York State Registered Program Code: 19210 (Dual RN-BS/MS Non-License Qualifying)

HEGIS Code: 1203.10 {Nursing - RN required for Admission} {BS & MS}

NURSING—B.S.

New York State Registered Program Code: Varies (See List)

HEGIS Code: 1203.00 {Nursing}

Molloy Program of Study Code: NURBS

Undergraduate curriculum for Nursing Major Requirements effective since Fall 2008.

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (32 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (3 credits):</i> One from HIS/POL	3
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (65 credits)	
NUR 129 Professional Socialization: Education for Professional Nursing Practice	2
NUR 139 Human Growth and Development Across the Lifespan	3
NUR 209 Foundations of Humanistic Nursing Practice	6
NUR 229 Pathophysiology	3
NUR 239 Pharmacology I: Implications and Practice	2
NUR 259 Pharmacology II: Therapeutic Management	2
NUR 289 Humanistic Psychosocial Concepts for Nursing	3
NUR 290 Humanistic Nursing Care for Clients with Common and Complex Health Issues (8 credits for Dual Degree Students Only)	*
NUR 299 Humanistic Nursing Care of Adults I: Commonly Encountered Health Issues	6

NUR 329 Humanistic Nursing Care of Adults II: Increasingly Complex Health Issues	6
NUR 349 Humanistic Nursing Care of Children and Families	4
NUR 359 Humanistic Nursing Care of the Childbearing Family	4
NUR 389 Nursing Research for Evidence-based Practice	3
NUR 409 Humanistic Nursing Care of Adults III: Multi-system Complex Health Issues	3
NUR 429 Humanistic Nursing Care in Psychiatric/Mental Health Nursing Practice	4
NUR 439 Humanistic Nursing Care in Public/Community Health Nursing Practice	4
NUR 449 Humanistic Nursing Care of Adults III: Advanced Clinical Application	3
NUR 459 Leadership and Management for Humanistic Nursing Practice	2
NUR 499 Comprehensive Humanistic Nursing Practice: Transition to Professional Nurse	5
Related Requirements (27 credits):	
BIO 120 Anatomy and Physiology I	4
BIO 121 Anatomy and Physiology II	4
<i>(Complete BIO 222 Intermediate Physiology - if required)</i>	
BIO 245 Microbiology	4
BIO 247 Nutrition for Health	2
CHE 112 Organic and Biological Chemistry	4
PSY 111 General Psychology	3
Complete either* MAT 114 or MAT 115:	3
MAT 114 Elementary Statistics for the Behavioral and Social Sciences	*
MAT 115 Elementary Statistics	*
Complete either** SOC 101 or 166 or 225H†:	3
SOC 101 Introductory Sociology	**
SOC 166 Social Psychology	**
SOC 225H (Honors) Sociological Imagination	**
Electives: 2 Elective credits must be Liberal Arts and Sciences (LAS) for a B.S. degree. FST 101 counts towards the LAS Required Electives.	4
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 32, because the following Related requirements will also satisfy the requirement: BIO 120; MAT 114/115; PSY 111; SOC 101/ SOC 166 or SOC 225H.

†Honors Program students will take SOC 225H in place of SOC 101 or 166.

Matriculated status is required for registration in all nursing courses. All pre- and corequisites must be met.

Non-clinical nursing courses are: NUR 129, 139, 229, 239, 259, 280, 289, 389, 409 and 459.

Clinical nursing courses are: NUR 209, 290, 299, 329, 349, 359, 429, 439, 449 and 499.

Dual Degree Program for Second Degree Students

The purpose of the accelerated Bachelor of Science/ Master of Science Degree Program is to further the educational and career goals of students holding a non-nursing baccalaureate or higher degree.

Overview

The Dual Degree Program (DDP) allows students to build on their knowledge base and expedite their humanistic learning by enrolling in both undergraduate and graduate courses throughout the program of study. The full-time DDP allows students to accelerate at various points in the program. Students are required to have a strong academic background and maintain a minimum cumulative grade point average of 3.0 (on a 4.0 scale). Students are eligible to take the National Council Licensure Examination (NCLEX-RN) administered for New York State to achieve licensure as Registered Professional Nurses upon completion of baccalaureate program requirements. This license is necessary prior to enrolling in the clinical/field experience courses to be taken during graduate study.

Admission Requirements

Transfer credit allocation is consistent with College policy. Students must declare their intent to enroll in the DDP upon admission. Requirements include:

- A baccalaureate degree from an accredited college or university.
- An undergraduate GPA of 3.3 on a 4.0 scale.
- Satisfactory completion of the math proficiency requirement.
- Nelson Denny score of 14 or ATI Test of Essential Academic Skills (TEAS®) Exam of 92.5%.
- A personal interview may be necessary.

A provisional admission status may be available. See program director for details.

Program of Study

Students transfer in a maximum of 98 credits.

DDP students are subject to the same policies and course criteria as listed in the College Catalog for bachelor's and master's students, however, they are permitted to accelerate by taking graduate courses simultaneously with undergraduate course work providing that they meet a GPA requirement of 3.0 or higher. Graduate courses are progressively introduced throughout the program of study. Graduate courses may be added after the successful completion of the first clinical course (NUR 209), providing a student is not on academic probation and with permission of the Associate Dean of the Dual Degree Program.

In addition, all DDP students are held to the same policies and progression requirements that are listed for undergraduate nursing students, as well as the graduate-level standards when enrolled in graduate-level courses.

Progression Requirements

A 3.0 GPA is required for the Dual Degree students. Should a student's GPA fall below 3.0, the student will be put on probation for one semester. Should the student not achieve the required 3.0 in the subsequent semester the student will be asked to change into the undergraduate program.

LPN to BS/RN Program

Overview

The purpose of the LPN to BS/RN Program is to provide an opportunity for Licensed Practical Nurses to obtain a baccalaureate degree in nursing. This is accomplished through a program that recognizes clinical practice experience of the LPN by providing advanced standing opportunities through credit equivalency where appropriate. Credit equivalency is determined by the Associate Dean and members of the faculty.

Admission Requirements

All students must meet college admission criteria as well as have:

- A completed application and interview
- Current New York State registration as a licensed Practical Nurse
- A cumulative index of 3.0 on a 4.0 scale and/or a program average of >83.0 from an accredited program of study
- Current LPN malpractice insurance
- Satisfactory completion of the math proficiency requirement
- A minimal score of 480 on the SAT Critical Reading Test, a 12th grade-level on the Nelson Denny Test or completion of ENG 101 with a minimum grade of "C".

Program of Study

Students follow the same program of study as generic nursing students. Students with a minimum of one (1) year of clinical experience in a hospital or skilled Nursing facility and documented successful completion of a skills module **may be** granted equivalency credit for NUR 224 LPN: Clinical Concepts as related to Humanistic Nursing Practice (3 credits). The decision to waive NUR 224 LPN will be based upon the provision of direct patient care during one-year of full time practice, or its part-time equivalent and a competency skills verification. (See Associate Dean for additional information.) The candidate's clinical experience will be evaluated on an individual basis.

***Equivalent credit will be granted upon appropriate documentation on the Employment Status Form**

Credits earned at another college or university may be transferred in accordance with college policy as noted in the Molloy College catalog. Additional credits may be earned through department-developed challenge and CLEP examinations of identified liberal arts and science courses.

LPN-BS students follow the undergraduate program requirements.

CHALLENGE EXAMS FOR NURSING

Note: All challenges must be successfully completed prior to beginning nursing courses.

**ALL CHALLENGE EXAMS
MAY BE TAKEN ONLY ONCE**

SCIENCE CHALLENGE EXAMS:

The schedule and sequence of Challenge Exams are as follows:

- BIO 245 (Microbiology) A workshop is offered prior to the test and the exam is given every Fall Semester.
- BIO 120 (Anatomy and Physiology I) A workshop is offered in January prior to the beginning of the Spring Semester and the exam will be given in February.
- BIO 121 (Anatomy and Physiology II) A workshop is offered in March and the exam is given in April.

***DATES WILL BE ARRANGED EACH SEMESTER WITH THE BIOLOGY CHEMISTRY AND ENVIRONMENTAL STUDIES DEPARTMENT AT 516.323.3416.**

LPN CHALLENGE EXAMS:

- Nursing Exams: (Assessment Exams)
NUR 139 Growth and Development

RN CHALLENGE EXAMS:

Science Challenge Exams must be completed prior to the nursing Challenge Exams. The RN Assessment and Pathophysiology exams are given once each semester. Specific dates are posted at the college on the bulletin boards in the School of Nursing. Students are strongly encouraged to take the NCLEX review class/course prior to the exams. If a student does not pass the RN Assessment, then the appropriate Molloy College class must be taken and successfully passed. (See the Associate Dean for additional information.) If a student does not pass the Pathophysiology Challenge Exam, then NUR 229 must be taken and successfully passed.

***ARRANGEMENTS FOR NURSING EXAMS ARE MADE WITH THE SCHOOL OF NURSING ASSOCIATE DEAN IN HAGAN, H209 OR BY CALLING 516.323.3658.**

- Four weeks' notice is required for all Nursing Challenge Exams

Degree Completion Program for Registered Nurses

NURSING—RN (BS)

A total of 128 credits is required for the B.S. degree.

Admission Requirements

- Graduate of a National League for Nursing accredited Associate Degree Nursing Program or accredited Diploma School of Nursing
- Current license in NY State as a Registered Professional Nurse or eligible to sit for the next NCLEX-RN exam
- A cumulative index of 2.7 for Associate Degree Work

with a grade of “C+” or better in the major field

- A score of 90 on the Michigan Test for English as a Foreign Language (if necessary)

NOTE: See catalog section on Transfer Students - Application Procedures. All General Education Requirements, Nursing Requirements, Related Requirements and Electives must be met.

Matriculated status is required for registration in all nursing courses.

Associates Degree Nursing Graduates

The courses in the Associate Degree nursing major, taken as a whole, will be considered equivalent to NUR 139, NUR 209, NUR 229, NUR 259, NUR 299, NUR 329, NUR 349, NUR 359 (31 credits), NUR 229 (3 credits).

Diploma School Graduates

Challenge Examinations (to be taken at Molloy) may be taken in the following areas:

- Nursing Courses: NUR 139, NUR 209, NUR 229, NUR 259, NUR 299, NUR 329, NUR 349, NUR 359 (34 credits).
- See Associate Dean for specifics on Challenge Exams and see Molloy College policy on Challenge Exams.
- Related Requirements: BIO 120, BIO 121, BIO 245; ENV 101. (BIO 222 is required if fewer than eight (8) credits in Anatomy and Physiology are transferred).
- Other liberal arts credits may be earned through either: CLEP, NYCPEP, RED exams or departmental examinations.

The combination of Molloy Challenge Examinations, standardized challenge examinations and transfer credits may not exceed 98 credits. Challenge Exams are to be completed before beginning NUR 350 and/or NUR 351.

The nurse must hold the Registered Professional Nurse License in order to begin in NUR 352.

Dual Degree Program for Registered Nurses

NURSING—B.S./M.S.

The purpose of the accelerated Bachelor of Science/ Master of Science Degree Program is to further the educational and career goals of registered nurses.

Overview

The Dual Degree Program (DDP) allows students to build on their knowledge base and accelerate their humanistic learning by enrolling in both undergraduate and graduate courses throughout the program of study. Since the DDP permits students to accelerate by replacing up to nine credits of baccalaureate study with nine credits of master’s study, it is recommended that students have a strong academic background and students must maintain a minimum cumulative grade point average of 3.0 (on a 4.0 scale). Students will be awarded a baccalaureate degree upon successful completion of the undergraduate requirements and a master’s degree upon completion of the graduate requirements.

Admission Requirements

Transfer credit allocation and challenge exams for Diploma School graduates are consistent with the Degree Completion Program for Registered Nursing Students. Students must declare their intent to enroll in the DDP upon admission.* Requirements include:

- Current New York State Registered Professional Nurse License
- A personal interview may be necessary
- An undergraduate GPA of 3.3 on a 4.0 scale

* Diploma School graduates are required to take 12 credits of baccalaureate course work in order to establish the required GPA before declaring intent.

A provisional admission status may be available. See Associate Dean for details.

Program of Study

The program will be individualized according to the content and number of transfer credits accepted for each student. DDP students are subject to the same policies and course criteria as listed in the College Catalog for bachelors and masters students.

A maximum of nine (9) graduate credits may be substituted for nine (9) undergraduate credits depending on individualized transcripts and advisement.

*After completing a required Learning Module, students take the graduate course “Current Issues in Professional Nursing” (NUR 510) in lieu of the undergraduate course “Humanistic Concepts for Professional Nursing Practice” (NUR 249 RN).

The graduate ethics course “Advanced Medical Ethics” (ETH 505) will be offered to students in place of an undergraduate Theology or Philosophy Ethics Course.

Nursing Program Requirements

NUR 249	RN Humanistic Nursing Concepts	3
NUR 350	RN Health Assessment in the Community	2
NUR 351	RN Integrative Nursing Practice	3
NUR 352	RN Culture of Health in Chronic Illness	3
NUR 353	RN Public Health Issues in World Health	5
NUR 496	RN Leadership/Management	5
NUR 389	Nursing Research for Evidence-Based Practice	3

Progression Requirements

A 3.0 GPA is required for the Dual Degree students. Should a student’s GPA fall below 3.0, the student will be put on probation for one semester. Should the student not achieve the required 3.0 in the subsequent semester the student will be asked to change into the RN Degree Completion Program.

Division of Social Sciences

Programs of Study

Molloy
College



Letter from the Dean of the Division of Social Sciences

Welcome to the Division of Social Sciences from the Division Dean!

The Division of Social Sciences is comprised of undergraduate programs in the departments of Criminal Justice and Legal Studies, Psychology, Social Work, and Sociology and Anthropology. Students are invited to pursue their undergraduate studies in any of these vibrant disciplines. Our Division offers a major in Social Work, as well as both majors and minors in Criminal Justice, Psychology, and Sociology. It also provides minors in Anthropology, Applied Sociological Research, Diversity and Tolerance Studies, Forensics Studies, Gerontology, Legal Studies (which leads to a Paralegal Certificate), Social Entrepreneurship, and Women's Studies.

The Department of Social Work, a professional program, is fully accredited by the Council on Social Work Education, leading to a Bachelor of Social Work degree (BSW). Both Junior and Senior year field placements provide multiple experiential learning opportunities which blend theory and practice for enrichment of student learning. The Criminal Justice Department provides a quality, liberal arts education preparing students for the rigors of working in the criminal justice system. Toward that end, every student is provided with a unique field internship tailored to his/her interests. Students learn side-by-side with district attorneys, United States marshals, probation officers, local law enforcement officers, and many others. For Psychology and Sociology majors, internships are also required. They provide students with the discipline-related, hands-on experiences as well as networking opportunities that can enhance employment potential. In addition, the Sociology Department houses the Community Research Institute that provides low cost, high quality research to benefit the community and offers our students practical research experience.

A degree in the social sciences provides an exceptional educational experience that leads to a better understanding of human interactions, as well as a wealth of knowledge about human behavior and the world in which we live. In addition, having an educational background in these areas can successfully prepare you for careers in fields such as: social services, community organizing, human resources, human service research, case work, social service administration, substance abuse counseling, family counseling, behavioral research, industrial and organizational psychology, psychological testing and evaluation, school, clinical, and forensic psychology, law enforcement, criminal profiling, corrections, probation and parole, criminology research, law, homeland security, health services, government services, customer relations, sales, advertising, marketing, public opinion research, consumer research, public relations, labor mediation, regional planning, judicial services, fundraising, and foreign services. And this is by no means an exhaustive list.

Our Division prides itself on our excellent, dedicated faculty as well as the personal attention that we give to our students in order to tailor their educational experience to their interests and career goals. We not only prepare them for professional careers, but we educate them to become well-rounded, compassionate individuals who are able to see the world from a broader perspective and to think about it in a critical, analytical way. Our programs also provide a firm foundation in research and make sure that our students are well-prepared for graduate level studies. As a matter of fact, the Criminal Justice Department offers a BS/MS Program which allows students to achieve both a Bachelor's and Master's Degree in Criminal Justice in only five years. In addition, the Molloy partnership with Fordham University Graduate School of Social Service offers a Fordham MSW degree, where half of the classes are taken at Molloy and the other half are taken at Fordham's Lincoln Center campus or online. Our undergraduate Social Work majors are eligible to apply for advanced standing in this program whereby an MSW degree can be achieved in one year.

For students who are seeking to make a difference in our society, the pursuit of studies in the social sciences is an excellent choice.

Kathleen Maurer Smith

Kathleen Maurer Smith, Ph.D.
Dean of the Division
and Professor of Sociology



Molloy
**College**

1-888-4-MOLLOY
www.molloy.edu

Mission Statement of the Social Sciences Division

The Mission of the Division of Social Sciences, comprised of the departments of Clinical Mental Health Counseling, Criminal Justice and Legal Studies, Psychology, Social Work, and Sociology and Anthropology, is to provide exceptional educational experiences that enable students to become well-rounded, socially conscious, ethical, life-long learners who see the world from a broad perspective, think about it in a critical and analytical way, and who are well-prepared for leadership, service, and professional careers.

Criminal Justice and Legal Studies

S101 Siena Hall
516.323.3804

John A. Eterno, Chairperson and Associate Dean and Director of Graduate Programs in Criminal Justice

Judith Mathers Maloney, Director of Legal Studies / Paralegal Studies

Professor: John A. Eterno

Associate Professors: Christine Barrow, Deniese Kennedy-Kollar, Christopher G. Sullivan

Auxiliary Part-Time Instructor: James Dean

Adjunct Assistant Professor: Theresa C. Tobin

Adjunct Instructors: Marisol Abuin, Rocco DeBenedetto, Robert F. Ewald, Lisa Gibbons, Kenneth Husserl, John Laffey, Kevin Lowry, Judith Mathers Maloney, Robert Matarazzo, Stephen McAllister, John P. McLaughlin, Joseph Monez, Terence Murphy, Christopher G. Quinn, Casilda Roper-Simpson, James Soressi, Joseph L. Vallette, Robert Von Werne, Joy Watson

GOALS

Provide students with a comprehensive inter-disciplinary undergraduate program of study in criminal justice.

OBJECTIVES

Students who complete the criminal justice major will:

- Develop an understanding of the nature and consequences of crime in American society
- Gain a working knowledge of the structure and function of the criminal justice system
- Analyze the relationship between social forces and legal forces in our society
- Grapple with conflicts between the constitutional rights

of the accused and the criminal justice imperatives of crime control

- Confront the complexities of modern criminal justice concerns
- Survey issues relating to the planning and implementation of criminal justice policies
- Become familiar with contemporary criminal justice research agendas
- Be guided and encouraged to pursue preprofessional fieldwork/internships
- Undertake preparation for a broad variety of potential careers in criminal justice and related fields
- Acquire a solid foundation for future graduate and professional study.

For advanced undergraduate students, the Criminal Justice Department offers a dual degree BA/MS Program. Contact the Director of the Program is Dr. John Eterno for more information.

INTERDISCIPLINARY STUDIES

Concentrations for the Interdisciplinary Studies majors are offered in Criminal Justice and Legal Studies.

- Criminal Justice: CRJ 101 Foundations of Justice, along with 18 additional credits in consultation with the Departmental Chairperson

The concentration in Legal Studies offers the student a balanced and varied background in both the theoretical and practical aspects of law necessary for work as a legal professional. Successful completion of the concentration automatically earns the student a Molloy certificate in Paralegal Studies. Students can be job ready when they graduate with the concentration and certificate.

- Legal Studies: LGL 103, 201, 301, 302, eight credits from LGL 202, 203, 204, 205, 206, 303, or 304, three credits from BUS 101, 150, CRJ 270, 271, 272, 273, 280, 281, CRJ/SOC 283, LGL 207, 208, 209, 210, 211, PHI 241, or POL 302.

MINORS

The Criminal Justice and Legal Studies Department offer minors in Criminal Justice, Forensic Studies and Legal Studies. The Legal Studies minor is for those interested in careers as legal professionals, attending law school or for those whose career path intersects with the law.

PRE-LAW

Students interested in law school may contact the Pre-Law advisor, Judith Mathers Maloney.

Program for Criminal Justice Majors

CRIMINAL JUSTICE—B.S.

New York State Registered Program Code: 20276

HEGIS Code: 2105.00 {Police Law Enforcement and Corrections}

Molloy Program of Study Code: CRJBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (23 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (3 credits):</i> ENG 110; (See Related Requirements for Modern Language and Modern Language/Literature requirements)	3
<i>Math and Science (3 credits):</i> Science course	3
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits):</i> PHI; TRS	6
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (33 credits):	
CRJ 101 Foundations of Justice	3
CRJ 203 Theories of Crime	3
CRJ 280 Criminal Law	3
CRJ 281 Criminal Procedure	3
CRJ 350 Critical Issues in Criminal Justice	3
CRJ 460 Criminal Justice Internship I	3
CRJ 490 Senior Seminar in Criminal Justice	3
<i>Complete 12 additional credits in Criminal Justice or Legal Studies electives (See Chair if LGL 301 is taken and student is not doing the Legal Studies Minor)</i>	12
Related Requirements (36 credits):	
<i>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses. SPA/ARA highly recommended</i>	3
<i>Take 3 additional credits in a second Modern Language or a Literature:</i>	3
<i>Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); SPA/ARA highly recommended. Refer to the General Education Section of the Catalog for appropriate courses</i>	*
<i>Literature: Refer to the General Education Section of the Catalog for appropriate courses</i>	*
<i>Complete either* ETH 250, ETH 254, EHT 280H:</i>	3
ETH 250 Ethics: Methods and Issues	**
ETH 254 Justice and Society	**
ETH 280H (Honors) Ethics and Contemporary Life	**
<i>Complete one** of the following HIS/POL courses:</i>	3
HIS 111 American Civilization I	***
HIS 112 American Civilization II	***

POL 103 State and Local Government	***
<i>Complete either* MAT 114 or MAT 115:</i>	3
MAT 114 Elementary Statistics for the Behavioral and Social Sciences	****
MAT 115 Elementary Statistics	****
POL 101 American National Government	3
POL 302 American Constitutional Law	3
PSY 111 General Psychology	3
<i>Complete one* of the following PSY courses:</i>	3
PSY 326 Abnormal Psychology	*
PSY 337 Criminal Profiling	*
PSY 338 Police Psychology	*
PSY 339 Forensic Psychology	*
<i>Complete either** SOC 101 or SOC 225H:</i>	3
SOC 101 Introductory Sociology	*****
SOC 225H (H) Sociological Imagination (Honors Program Students Only)	*****
<i>Complete one** of the following courses:</i>	3-4
PSY 310 Research Methods	**
PSY 311 Experimental Psychology WITH Prerequisite: PSY 213 Statistics for the Behavioral Sciences (Applies towards Electives)	**
SOC 300 Methods of Social Research WITH Optional Recommended Corequisite: SOC 395 Computing with SPSS (4 credits)	**
<i>Complete one* of the following courses:</i>	3
PSY 204 Developmental Psychology	***
PSY 206 Adolescent Psychology	***
SOC 235 Juvenile Delinquency	***
SOC 254 Cities and Suburbs	***
SOC 331 Race and Ethnic Relations	***
SOC 333 Alcoholism and Drug Abuse	***
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts as towards Electives Requirement.	36
Recommended Electives - 6 credits in related social sciences	
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 23, because the following Related requirements will also satisfy the requirement: ETH 250/254, MAT 114/115, POL 101, PSY 111 and SOC 101. The Modern Language and Modern Language/Literature requirements are met as 6 credits of Related Requirements.

Transfer students must take at least half of their major requirements at Molloy College.

Forensic Track Requirements

The requirements for this track can be adapted by taking 21 credits of specific courses.

Criminal Justice Major Requirements:	
Under "Complete 12 additional credits in Criminal Justice or Legal Studies Electives ", select these specific courses for the Forensic Track:	12
CRJ 213 Criminalistics: Introduction to Forensics	*
CRJ 214 Criminal Investigations	*
CRJ 215 Crime Scene Processing	*
CRJ 314 Advanced Investigative Techniques	*
Criminal Justice Related Requirements (9 credits):	9
Under "Complete one of the following HIS/POL courses (HIS 111/112/POL 103)", instead take:	
BIO 232 Biology Based Forensics	**
Under "Complete one of the following PSY courses (PSY 326/337/338/339)", instead take:	
CRJ/PSY 339 Forensic Psychology	**
Under "Complete one of the following PSY/SOC courses (PSY 204/206/SOC235/254/331/333)", instead take:	
CRJ/CSC 217 Computer Forensics†	**
† CSC/CRJ 217: Forensic Track students will need this course substituted into the PSY/SOC group by the Chairperson.	

Program for Criminal Justice Dual Degree

Criminal Justice students enrolled in the Dual Degree Program must complete the required undergraduate coursework necessary for the Bachelor of Arts Degree in Criminal Justice. During their senior year, undergraduate students enrolled in this option will be required to take two (2) criminal justice required core graduate-level courses: CRJ 501 Modern American Justice and CRJ 502 Constitutional Law and Legal issues. These courses will count towards both their undergraduate and graduate degrees. Upon completion of the Bachelor's degree requirements, students in the BA/MS program must take the remaining three (3) core graduate classes that are required, plus an additional 18 credits of electives. (See the Graduate Catalog for more information on Master Degree requirements.)

Dual Degree Program Policies:

The graduate-level courses (CRJ 501 and CRJ 501) need to be completed during the senior year with a "B-" or better to continue in the Master's degree.

If a student does not take the two graduate-level courses, that student must leave the Dual Degree Program and change their major to the Bachelor of Science - Criminal Justice Program.

If a student is allowed to take one graduate-level course (CRJ 501 or CRJ 502), the Associate Dean may approve a substitution of one additional undergraduate-level CRJ course to complete the baccalaureate degree. This will allow the student to graduate with a Bachelor's degree from the Dual Degree Program.

Any dual degree graduate student who does not have both

graduate-level courses (CRJ 501 and CRJ 502) completed with a "B-" or better as part of the bachelor's degree, will need to have a records review with the Associate Dean of Criminal Justice. If allowed to continue in the Dual Degree Master's program, the student will do so subject to immediate completion of CRJ 501 or CRJ 502, as soon as the class is offered.

Retention Policy for BS/MS Program in Criminal Justice:

All dual degree BS/MS students must maintain a minimum 3.0 GPA in their Criminal Justice courses. In college-wide courses, students should also maintain a 3.0 GPA. Those who fall below a 3.0 overall GPA, but are above a 2.5 overall GPA and maintaining at least a 3.0 GPA in Criminal Justice courses will be reviewed on a case-by-case basis for eligibility to remain in the program by the Associate Dean. Those who fall below 2.5 GPA overall, regardless of their Criminal Justice GPA, will be removed from the BS/MS program and moved to the BS program.

CRIMINAL JUSTICE—B.S./M.S.

New York State Registered Program Code: 31634 (Dual BS/MS)
HEGIS Code: 2105.00 {Police Law Enforcement and Corrections}
Molloy Program of Study Code: CRDBS (Dual Degree)

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (23 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (3 credits):</i> ENG 110; (See Related Requirements for Modern Language and Modern Language/Literature requirements)	3
<i>Math and Science (3 credits):</i> Science course	3
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (6 credits):</i> PHI; TRS	6
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (33 credits):	
CRJ 101 Foundations of Justice	3
CRJ 203 Theories of Crime	3
CRJ 280 Criminal Law	3
CRJ 281 Criminal Procedure	3
CRJ 350 Critical Issues in Criminal Justice	3
CRJ 460 Criminal Justice Internship I	3
CRJ 490 Senior Seminar in Criminal Justice	3
CRJ 501 Modern American Justice	3
CRJ 502 Constitutional and Legal Issues	3
<i>Complete 6 additional credits in Criminal Justice or Legal Studies electives (See Chair if LGL 301 is taken and student is not doing the Legal Studies Minor)</i>	6
Related Requirements (36 credits):	

Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses	3
Take 3 additional credits in a second Modern Language or a Literature:	3
Modern Language: ARA, CHI, ESL, FRE, ITA, SPA (No ASL); Refer to the General Education Section of the Catalog for appropriate courses	*
Literature: Refer to the General Education Section of the Catalog for appropriate courses	*
Complete: either* ETH 250, ETH 254, ETH 280H:	3
ETH 250 Ethics: Methods and Issues	**
ETH 254 Justice and Society	**
ETH 280H (Honors) Ethics and Contemporary Life	**
Complete one** of the following HIS/POL courses:	3
HIS 111 American Civilization I	***
HIS 112 American Civilization II	***
POL 103 State and Local Government	***
Complete either* MAT 114 or MAT 115:	3
MAT 114 Elementary Statistics for the Behavioral and Social Sciences	****
MAT 115 Elementary Statistics	****
POL 101 American National Government	3
POL 302 American Constitutional Law	3
PSY 111 General Psychology	3
Complete one* of the following PSY courses:	3
PSY 326 Abnormal Psychology	*
PSY 337 Criminal Profiling	*
PSY 338 Police Psychology	*
PSY 339 Forensic Psychology	*
Complete either** SOC 101 or SOC 225H:	3
SOC 101 Introductory Sociology	****
SOC 225H (H) Sociological Imagination (Honors Program Students Only)	****
Complete one** of the following PSY courses:	3
PSY 310 Research Methods	**
PSY 311 Experimental Psychology WITH Prerequisite: PSY 213 Statistics for the Behavioral Sciences (Applies towards Electives)	**
SOC 300 Methods of Social Research WITH Optional Recommended Corequisite: SOC 395 Computing with SPSS (4 credits)	**
Complete one* of the following PSY/SOC courses:	3
PSY 204 Developmental Psychology	***
PSY 206 Adolescent Psychology	***
SOC 235 Juvenile Delinquency	***
SOC 254 Cities and Suburbs	***
SOC 331 Race and Ethnic Relations	***

SOC 333 Alcoholism and Drug Abuse	***
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts as towards Electives Requirement.	36
Recommended Electives - 6 credits in related social sciences	
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 23, because the following Related requirements will also satisfy the requirement: ETH 250/254, MAT 114/115, POL 101, PSY 111 and SOC 101. The Modern Language and Modern Language/Literature requirements are met as 6 credits of Related Requirements.

Transfer students must take at least half of their major requirements at Molloy College.

Forensic Track Requirements

The requirements for this track can be adapted by taking 21 credits of specific courses. To do the Forensics Track as a dual degree student, students may take the additional courses using Electives for the degree. Under consultation with an advisor.

Criminal Justice Dual Degree Major Requirements:

Under "Complete 6 additional credits in Criminal Justice or Legal Studies Electives " and 6 additional credits from Electives available for the degree, select these specific courses for the Forensic Track:	12
CRJ 213 Criminalistics: Introduction to Forensics	*
CRJ 214 Criminal Investigations	*
CRJ 215 Crime Scene Processing	*
CRJ 314 Advanced Investigative Techniques	*
Criminal Justice Related Requirements (9 credits):	9
Under "Complete one of the following HIS/POL courses (HIS 111/112/POL 103)", instead take:	
BIO 232 Biology Based Forensics	**
Under "Complete one of the following PSY courses (PSY 326/337/338/339)", instead take:	
CRJ/PSY 339 Forensic Psychology	**
Under "Complete one of the following PSY/SOC courses (PSY 204/206/SOC235/254/331/333)", instead take:	
CRJ/CSC 217 Computer Forensics†	**
† CSC/CRJ 217: Forensic Track students will need this course substituted into the PSY/SOC group by the Chairperson.	



Psychology

S100 Siena Hall
516.323.3840

Melissa Gebbia, Chairperson

Professors Emeriti: Mary T. Fitzpatrick, Mary Ann O'Donoghue

Professors: Charles Callahan, Cheryl Camenzuli, Melissa Gebbia

Assistant Professor: Carol Guarcello

Adjunct Assistant Professors: Melissa Bennett, Daniel Calderone, Robert Cavera, Laura DeGennaro, Dawn Dugan, Maddie Gunn, Jill Jackowski, Christian J. Lynch, Sarah Trinchitella, Laura Wood, Jennifer Zodan

Adjunct Instructors: Joshua Diolosa, Jason Frydman, Lauren Loyal, Marie Mues, Steve Perino, Michele Rebetti

GOALS AND OBJECTIVES

The presentation of psychological information is directed toward expanding the student's frame of reference for understanding human growth, diversity and interaction within a dynamic and broad multicultural framework.

Students will demonstrate:

- An understanding of the theoretical foundations and experimental evidence pertinent to the discipline of psychology.
- Proficiency in oral communication through presentation of original research projects.
- Proficiency in the critical analysis of psychological literature.
- The ability to think and write critically about psychological and behavioral issues.
- Proficiency in the use of technology for accessing and presenting information for research-related activities.
- Proficiency in research skills, including proposal writing, methodological planning, data collection and analysis, through the design of an independent search project as

part of their capstone experience.

- A comprehensive knowledge of the field and preparedness for graduate study.
- Preparedness for the work environment through demonstration of proficiency in an internship.

FACILITIES

Laboratory facilities are equipped with a variety of research instruments and computers. In the lab, students develop basic research skills and eventually pursue original research projects under the guidance of department faculty.

CAREER ORIENTATION

Preparation for a career should extend beyond the confines of coursework. Therefore, the faculty are committed to providing a meaningful context for that preparation. Four areas of enrichment are emphasized.

- **Advisement:** A highly personalized information feedback and career counseling system whereby the student is encouraged to make appropriate use of his or her talents and abilities in planning his or her program of study.
- **Required Readings:** A carefully constructed reading program intended to broaden interests, fill the gaps and generally enhance the student's knowledge and understanding of psychology.
- **Colloquia:** A series of lectures designed to bring the student "face to face" with experts in various fields of psychology. (See PSY 400)
- **Internship/Practicum:** An intensive, supervised fieldwork involvement geared to the student's career interest. (See PSY 460)

Students interested in a particular career in Psychology should consult with their advisors before choosing their electives.

GENERAL EDUCATION REQUIREMENT

PSY 111, 204, 205, 206 and 237 satisfy the general education requirement in Psychology for non-education majors.

Education majors in the following programs should take the following psychology courses to satisfy the general education requirements:

Childhood/Special Education—PSY 205 required

Adolescence/Special Education—PSY 206 required

Childhood—Special Subject (Visual Art and Music) — PSY 204 required

INTERDISCIPLINARY STUDIES

In consultation with the department chairperson, Interdisciplinary Studies majors with a concentration in Psychology must take a minimum of 21 credits in Psychology, which include the following required courses, PSY 111, PSY 204, PSY 326, and 12 elective credits that include advanced courses at the PSY 300/400-level.

MINORS

The Psychology Department offers a minor in Psychology. Minor requirements are described in the section of the catalog on Minors.

Programs for Psychology Majors

PSYCHOLOGY—B.S

New York State Registered Program Code: 07470

HEGIS Code: 2001.00 {Psychology, General}

Molloy Program of Study Code: PSYBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (2 out of 3 disciplines) (6 credits):</i> HIS/POL/SOC	6
<i>Math and Science (1 of each discipline) (3 credits):</i> Science course	3
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (40 credits):	
PSY 111 General Psychology	3
<i>Complete either* PSY204, 205 or 206:</i>	3
PSY 204 Developmental Psychology	*
PSY 205 Child Psychology/Early Through Middle Childhood	*
PSY 206 Adolescent Psychology: Pre-Adolescence Through Adolescence	*
PSY 213 Statistics for the Behavioral Sciences	3
PSY 245 Psychological Assessment	3
PSY 301 Bio-Psychology	3
PSY 311 Experimental Psychology	3
PSY 312 Advanced Experimental Psychology	3
PSY 326 Abnormal Psychology	3
PSY 400 Colloquium	1
PSY 460 Practicum/Internship	3
PSY 492 Senior Seminar	3
<i>Complete one course** from the following:</i>	3
PSY 324 Social Psychology Seminar	**
PSY 356 Sensation and Perception	**
PSY 357 Clinical Counseling	**
PSY 362 Organizational Psychology	**
<i>Complete one course*** from the following:</i>	3
PSY 325 History and Systems of Psychology	***
PSY 353 Personality	***

PSY 365 Cognitive Psychology	***
PSY 367 Social Cognition	***
Complete 1 additional 200/300/400-level PSY courses for 3 credits	3
Related Requirements (3 credits):	
Complete either MAT 114* or MAT 115* (3 credits):	3
MAT 114 Elementary Statistics for the Behavioral and Social Sciences	*
MAT 115 Elementary Statistics	*
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts as towards Electives Requirement.	47
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major and Related requirements will also satisfy the General Education requirement: PSY 111 and MAT 114.

CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - PSYCHOLOGY—B.S.

New York State Registered Program Code: 23868
HEGIS Code: 802.00 {Elementary Education, General}
Molloy Program of Study Code: CPBBS

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	--
Education Childhood/Early Childhood General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	--
Arts and Fine Arts (1 of each discipline) (6 credits): ART History; MUS History	6
English and Modern Languages (1 of each discipline) (9 credits): ENG 110; ENG 262 (required for Education Majors); Modern Language	9
Social and Behavioral Sciences (1 of each discipline) (6 credits): HIS; POL	6
Math and Science (1 additional Math and 2 science disciplines) (9 credits): MAT; and two Science courses	9
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (31 credits):	

PSY 111 General Psychology	3
PSY 205 Child Psychology/Early Through Middle Childhood	3
PSY 213 Statistics for the Behavioral Sciences	3
PSY 245 Psychological Assessment	3
PSY 301 Bio-Psychology	3
PSY 311 Experimental Psychology	3
PSY 325 History and Systems of Psychology	3
PSY 326 Abnormal Psychology	3
PSY 400 Colloquium (For one credit)	1
Complete either* PSY 324 or PSY 367:	3
PSY 324 Social Psychology Seminar	*
PSY 367 Social Cognition	*
Complete either** PSY 353 or PSY 365:	3
PSY 353 Personality	**
PSY 365 Cognitive Psychology	**
Related Requirements (3 credits):	
Complete either*** MAT 114 or MAT 115:	3
MAT 114 Elementary Statistics for the Behavioral and Social Sciences (Preferred)	***
MAT 115 Elementary Statistics	***
Education - Childhood/Early Childhood Major Requirements (40 total credits):	
APPRENTICE SEMESTERS (16 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 336 Curriculum and Methodology in Early Childhoods Education	3
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1
EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - Must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience - 2 hours a week in a local school	0
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom	3
EDU 346 Science in the Diverse Classroom	3
EDU 351 Social Studies in the Diverse Classroom	3

EDU 355 Field Experience in a School Setting - Childhood Program	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 481 Childhood 1-6/Early Childhood B-2 Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts as towards Electives Requirement.	10
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major and Related requirements will also satisfy the General Education and Childhood/Early Childhood General Education requirements: MAT 114/115; PSY 205.

Substitutions are allowed only with the chairperson's approval.

N.B. All Psychology coursework for the major and minor, together with the related requirements, must be completed with a grade of "C" or better.

Social Work

C014 William J. Casey Center
516.323.3880

Lisa Zakiya Newland, Chairperson, Director of Baccalaureate Social Work Program

Amy Meyers, Director of Field Education

Amandia Speakes-Lewis, Coordinator, Aging Studies/ Gerontology Minor

Jennifer S. McKinnon, LMSW, Director, Fordham University Graduate Social Work Program at Molloy College

Anthony Cogliano, Field Coordinator/Recruiter, Fordham University Graduate Social Work Program at Molloy College

Professors: Lois A. Carey, Maureen E. Carey, Lisa Zakiya Newland

Associate Professors: Melissa McCardle, Amy Meyers, Amandia Speakes-Lewis

Adjunct Professor: Joan Beder

Adjunct Instructors: Stephania Cajuste, Milagoa Dueño, Crystal George-Moses, Sharon Mullon, Llynn Newman, Claudia Rotondo, Mary Rzeszut, Melissa Sornik, Ellen Tolle, Wendy Weinstock, Elizabeth Wolf-Boccone

MISSION AND GOALS

"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." (Molloy College Mission Statement)

The Department of Social Work, building on the Mission of the College, and reflecting the essence of its Dominican tradition, develops ethical, competent and self-aware professionals. Molloy's program fosters the development of generalist practitioners who challenge social injustice and serve as change agents on behalf of all client systems. Students are prepared for value-centered, professional social work practice within and increasingly diverse, multi-cultural society. The faculty promotes the application of knowledge and skills through an interactive educational community experience, fostering critical thinking, practice evaluation and commitment to on-going personal and professional growth.

The Department of Social Work program goals are derived from the Mission Statement. They specify the intentions of the program to prepare practitioners to:

- Demonstrate the development of a professional self, capable of thinking critically, solving problems and using ethical standards and self-awareness to guide their practice.
- Demonstrate the increased capacity to be a more politically knowledgeable, culturally competent and macro-minded professionals able to incorporate a social action-orientation as part of their full range of capabilities as a generalist practitioners.
- Demonstrate a competent practice orientation, displaying professional written and oral communication skills, an ability to collaborate in practice and an ability to work effectively both independently and as part of a team.
- Demonstrate competence as a generalist practitioner, promoting social and human well-being by utilizing a range of engagement, assessment, intervention and evaluation methods in practice with all client systems.

The Social Work Program has been granted continuous accreditation from the Council on Social Work Education at the Baccalaureate Level since 1979. Upon completion of this professional degree program, the Bachelor of Social Work in Social Work affords qualified graduates the opportunity for admission in a 1-year advanced standing Master of Social Work degree program or employment in the field of human services.

FIVE-YEAR SEAMLESS MOLLOY BSW/FORDHAM MSW OPTION

Fordham University Graduate School of Social Service Collaborative Program at Molloy College

Enroll in Molloy College's BSW program and seamlessly enter the one-year Advanced Standing Fordham University MSW program.

Criterion for those Molloy BSW students wishing to pursue the Fordham Advanced Standing MSW degree:

- Minimum cumulative 3.0 GPA in Molloy College social work courses

In addition, Molloy BSW students must:

- Indicate interest in the Five-Year Seamless Option during their acceptance into the Molloy BSW program

(Three-Year Seamless for transfer students)

- Submit a Declaration of Intent to Enroll to Director of Fordham/Molloy program by December 1st of senior year
- Submit the Fordham GSS online application by January 15th of senior year along with unofficial transcript inclusive of fall semester grades of senior year

If these requirements are met, The Fordham University application fee, letters of recommendation, personal statement, resumes and field evaluation requirements will be waived.

Molloy BSW students must maintain the GPA of 3.0 and are responsible for submitting their final official transcript upon graduation from Molloy College to Fordham University GSS Admissions office. Acceptance is contingent upon successful completion of the BSW degree with a minimum of a 3.0 GPA in social work courses.

Contact Jennifer McKinnon, LCSW, Director, Fordham/Molloy MSW Program, mckinnon@fordham.edu for more information.

*BSW degree is granted by Molloy College and MSW degree is granted by Fordham University

Programs for Aging Studies/ Gerontology

INTRODUCTION

Gerontology is the scientific study of the physical, psychological, social psychological and social aspects of the aging process, and the application of empirical principles to enhance the lives of older

adults.

The mission of the Aging Studies/Gerontology Program at Molloy College is to provide an interdisciplinary education that teaches students the knowledge, values and skills needed to work with older adults in a variety of settings.

GOALS

- Students will acquire specialized knowledge, values and skills to address issues of aging that will prepare students for employment in aging or aging related professions and for graduate school.
- Students will address ageism through study courses that utilize a Biopsychosocial and spiritual perspective firmly grounded in the academic tradition of scholarly inquiry.

MINORS

The Gerontology Program offers a minor in Aging Studies/Gerontology. Minor requirements are described in the section of the catalog on Minors.

INTERDISCIPLINARY STUDIES

Interdisciplinary Majors concentrating in Gerontology must take GRN 201, GRN/PSY 237, GRN/SOC 253. Six credits from BIO/GRN 312, GRN 228, GRN 234, GRN 241, GRN 242, GRN 243, GRN/SOC 262 or PSY 355, GRN 237, GRN 352. Three credits from COM 225, ETH 288, PSY 359, SWK 250, SWK 347. In addition, students must take a three-credit elective picked in consultation with advisor. There is also a one-semester 3-credit field placement of 100 hours of supervised work with older adults available to students.



Programs for Social Work

ADMISSION AND PROGRAM REQUIREMENTS FOR SOCIAL WORK MAJORS

Admission

Students interested in preparing for a career in Social Work should consult with a Social Work faculty advisor. Students who declare Social Work as a major program of study may begin to take introductory courses in Social Work (200 level courses) and certain Social Work electives (300 level elective courses) in their sophomore year. Students must complete the application, have an interview with the baccalaureate program director and be accepted into the program prior to taking any additional courses in Social Work. In order to gain admission to the program, students must meet the following criteria:

- A student must have an overall 2.7 cumulative index prior to admittance into the Social Work Program.
- Submission of an application, personal essay and interview with the Director of the Baccalaureate Social Work Program must be completed prior to admission into the Social Work Program.
- While life experience (experiential learning) credit may be granted for General Education courses in accordance with college policy, it is not available for required or elective Social Work courses.

Additional Program Requirements*

- Completion of General Education, Major and Related requirements
- Students may not earn more than two grades of “C+” in social work courses (all other SWK grades must be a “B-” or higher)
- Students may repeat a social work course (SWK) with a grade of “C” or less, one time only per course; a maximum of two social work (SWK) courses can be repeated (only once per course) while in the social work program
- Students who earn a third grade of “C+” or lower in SWK courses will be dismissed from the program
- Students may withdraw from the **same** social work course no more than **one time** and no more than **two withdrawals** from SWK courses are permitted in the program
- A student must have an overall 2.7 Cumulative Index in order to begin field placement (SWK 350, SWK 460, SWK 461)

*See “Department of Social Work Student Handbook and Manual Field Instruction” for additional policies and procedures.

Transfer Student Admission Policy

All students transferring to the College with an interest in Social Work must contact the College Admissions office first and be accepted by the College. The credits earned at other accredited institutions are accepted toward the baccalaureate degree in accordance with the admissions policy of Molloy College. The special needs of transfer students are met through regular sequencing of courses and individualized evaluation of previous educational experience.

Since Social Work is an upper division program, students are

expected to acquire a liberal arts foundation before entering the program.

A personal interview with the Social Work Baccalaureate Program Director is required before admission into the program. Transferring students must submit their written applications prior to their acceptance into the program.

For students who already have a baccalaureate degree in another field and wish to attain an additional degree in social work, the following courses must be completed: Major Requirements as listed herein as well as PSY 326.

LIFE EXPERIENCE

While life experience credit may be granted for General Education Courses in accordance with college policy, it is not available for required social work courses.

INTERDISCIPLINARY STUDIES

Students interested in preparing for a career in Social Work must meet the Department’s criteria (see Programs for Social Work – Admission). When a social work major is not able to complete the full requirements for the Bachelor’s Degree in Social Work (BSW), the student may consider the interdisciplinary major. Non-social work majors interested in selective social work as a concentration for interdisciplinary studies should consult with the department.

In consultation with the department chairperson, those who chose a Social Work Concentration must take a minimum of 21 credits in social work. The following courses are recommended: SWK 240, 241, 250, 343, 344 or 360. Courses from the list of Social Work Electives, with the chairperson’s approval, may substitute for two recommended courses.

Interdisciplinary majors may not take the advanced practice courses (SWK 452 and SWK 453) or participate in the field practicum or Capstone courses (SWK 460, SWK 461, and SWK 465).

Interdisciplinary majors in social work are not eligible for advanced standing status for graduate social work education.

MINORS

The Social Work Program offers a minor in Social Entrepreneurship. Minor requirements are described in the section of the catalog on Minors.

SOCIAL WORK—B.S.W.

New York State Registered Program Code: 76082
HEGIS Code: 2104.00 {Social Work and Helping Services}
Molloy Program of Study Code: SWKBW

Credits

General Education Requirements: Acceptable courses listed under General Education Requirements — (29 credits needed) See **NOTE**

<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
--	---

English and Modern Languages (6 credits): ENG 110; one Modern Language/Literature (in addition to the 3 credits of Modern Language ASL/SPA in the Related Requirements)	6
Social and Behavioral Sciences (1 out of 2 disciplines) (3 credits): HIS/POL	3
Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (47 credits):	
SWK 240 Introduction to the Profession of Social Work	1
SWK 241 Issues in Social Welfare I: History and Ideology	3
SWK 250 Diversity: Oppression, Privilege and Social Justice	3
SWK 342 Issues in Social Welfare II: Analysis and Advocacy for Social Policy	3
SWK 343 Human Behavior in the Social Environment I	3
SWK 344 Human Behavior in the Social Environment II	3
SWK 351 Generalist Social Work Practice I	3
SWK 360 Social Work Practice in Research	3
SWK 452 Generalist Social Work Practice II	3
SWK 453 Generalist Social Work Practice III	3
SWK 460 Field Instruction in Social Work I	6
SWK 461 Field Instruction in Social Work II	6
SWK 464 Capstone Course I	2
SWK 465 Capstone Course II	2
Complete 3 or 4 additional credits* from the following:	3-4
LIB 103 Information Literacy Social Work	*
SWK 260 Technology and Social Work	*
SWK 261 Writing for the Professions	*
SWK 325 Social Work and Children with Special Needs	*
SWK 347 Spirituality and Professional Practice in the Helping Professions	*
SWK 348 Working with Victims of Rape, Incest and Sexual Assault	*
SWK 350 Professional Encounter: When the Person Meets the Profession	*
SWK 352 HIV and AIDS	*
SWK 353 Substance Abuse	*
SWK 355 Social Issues in Film	*
SWK 357 Human Services in Health Care	*
Any GRN 200/300-level elective course	*
Related Requirements (18 credits):	
BIO 110 Basic Human Biology	3

MAT 115 Elementary Statistics	3
PSY 111 General Psychology	3
PSY 326 Abnormal Psychology	3
SOC 101 Introductory Sociology	3
Complete one course in either Spanish or ASL Language (3 credits)	3
Electives: Liberal Arts and Sciences (LAS) for a B.S.W. degree are met. FST 101 counts as towards Electives Requirement.	34
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 29, because the following Related requirements will also satisfy the General Education requirement: BIO 110, MAT 115, PSY 111, SOC 101, and one ASL/SPA language course.

SOCIAL WORK MAJOR REQUIREMENTS FOR JUNIOR AND TRANSFER STUDENTS

First year sequence:	Credits
LIB 103 Information Literacy Social Work	1
SWK 240 Introduction to the Profession of Social Work	1
SWK 241 Issues in Social Welfare I: History and Ideology	3
SWK 250 Diversity: Oppression, Privilege and Social Justice	3
SWK 260 Technology and Social Work	1
SWK 261 Writing for the Professions	1
SWK 342 Issues in Social Welfare II: Analysis and Advocacy for Social Policy	3
SWK 343 Human Behavior in the Social Environment I	3
SWK 344 Human Behavior in the Social Environment II	3
SWK 351 Generalist Social Work Practice I	3
SWK 360 Social Work Practice in Research	3
Second year sequence:	
SWK 452 Generalist Social Work Practice II	3
SWK 453 Generalist Social Work Practice III	3
SWK 460 Field Instruction in Social Work I	6
SWK 461 Field Instruction in Social Work II	6
SWK 464 Capstone Course I	2
SWK 465 Capstone Course II	2
Electives:	
At least 3 additional Social Work or Gerontology Electives	

Sociology and Anthropology

The Sociology House
1117 Hempstead Avenue
516.323.3860

Joan M. Reidy Merlo, Chairperson

Professors: Meritta B. Cullinan, Joan M. Reidy Merlo, Kathleen Maurer Smith

Associate Professor: Michael Santaniello

Adjunct Associate Professors: Regina Spires Robin, Mary Ann Romano

Adjunct Assistant Professors: Anthony Cantiello, Jeanne Kimpel

Adjunct Instructor: John Alberda

To provide students with a core of sociological knowledge, i.e., an understanding of social institutions, the importance of the socio-cultural aspects of human life, the dynamics of social change and an awareness of the social forces prevailing in society.

DEPARTMENT MAJOR OBJECTIVES

- Students will be able to demonstrate an understanding of social institutions and the importance of the socio-cultural aspects of human life.
- Students will be able to demonstrate an awareness of: the dynamics of social change, the social forces prevailing in society and the diversity of human life.
- Students will be able to think and write critically and analytically about social and cultural issues.
- Students will demonstrate a comprehensive knowledge of Sociology and a preparedness for graduate study.
- Students will be prepared for entrance into the occupational structure.
- Students will be able to conduct and critique social research, and thus, be prepared for entry level research positions.
- Students will demonstrate proficiency in the use of technology for accessing scholarly information, and for research-related activities.

GENERAL EDUCATION REQUIREMENTS

The following Sociology courses fulfill the general education requirements: SOC 101, 152, 161, 166 or 225H (Honors Program students only).

FACILITIES

The Community Research Institute, which was established in 1987, produces low cost, high quality research to benefit the community. It provides research opportunities for faculty and students. Through CRI, students can develop data entry, statistical analysis, table construction and report preparation skills.

INTERDISCIPLINARY STUDIES

In consultation with the departmental chairperson, Interdisciplinary Studies majors concentrating in Sociology must take a minimum of 21/22 credits in Sociology.

The requirements are: SOC 101; one course from the following: SOC 152, 161, 166, 222, 232, 236, 241, 245, 271; one course from the following: SOC 211, 235, 238, 253, 331, 333, 350; one course from the following: SOC 300 (with recommended, but not required SOC 395), 301, 302; and three elective SOC courses for nine (9) additional credits.

MINORS

The Sociology and Anthropology Department offers minors in Sociology, Anthropology, Applied Sociological Research and Diversity and Tolerance Studies. Minor requirements are described in the section of the catalog on Minors.

Programs for Sociology Majors

SOCIOLOGY—B.A.

New York State Registered Program Code: 07474

HEGIS Code: 2208.00 {Sociology}

Molloy Program of Study Code: SOCBA

	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (38 credits needed) See NOTE	
<i>Arts and Fine Arts (2 out of 3 disciplines) (6 credits):</i> ART History/MUS History/COM Speech	6
<i>English and Modern Languages (1 of each discipline) (9 credits):</i> ENG 110; Modern Language; and Modern Language/Literature	9
<i>Social and Behavioral Sciences (3 out of 4 disciplines) (6 credits):</i> HIS/POL/PSY	6
<i>Math and Science (3 credits):</i> Science course	3
<i>Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits):</i> PHI; TRS; and ETH	9
<i>Physical Education (1 credit):</i> PED	1
<i>Core Course (4 credits):</i> COR	4
Major Requirements (40 credits):	
<i>Complete either SOC 101/SOC 225H (3 credits*):</i>	3
SOC 101 Introductory Sociology	*
SOC 225H (HONORS) Sociological Imagination (Honors Program students)	*
SOC 300 Basics of Social and Behavioral Research	3
SOC 301 Social Theory I - Foundations	3
SOC 302 Social Theory II - Contemporary	3
SOC 331 Race and Ethnic Relations	3

SOC 350 Social Roles of Women and Men	3
SOC 395 Introduction to Computing with SPSS	1
SOC 400 Advanced Research Methods in Sociology	3
SOC 460 Internship	3
SOC 490 Sociology Seminar	3
Complete 12 additional credits in Sociology	12
Related Requirement (3 credits):	
Complete either** MAT 114/MAT 115 (3 credits):	3
MAT 114 Elementary Statistics for Behavioral and Social Sciences (Preferred)	**
MAT 115 Elementary Statistics	**
Electives: 13 Elective credits must be Liberal Arts and Sciences (LAS) for a B.A. degree. FST 101 counts as a LAS required Elective.	47
Recommended electives: 12 credits in related social sciences.	
(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)	--
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 38, because the following Major and Related requirements will also satisfy the General Education requirement: MAT 114/115, SOC 101/225H.

CHILDHOOD EDUCATION 1-6/EARLY CHILDHOOD BIRTH-2 - SOCIOLOGY—B.S.

New York State Registered Program Code: 23868
HEGIS Code: 802.00 {Elementary Education, General}
Molloy Program of Study Code: CZBBS

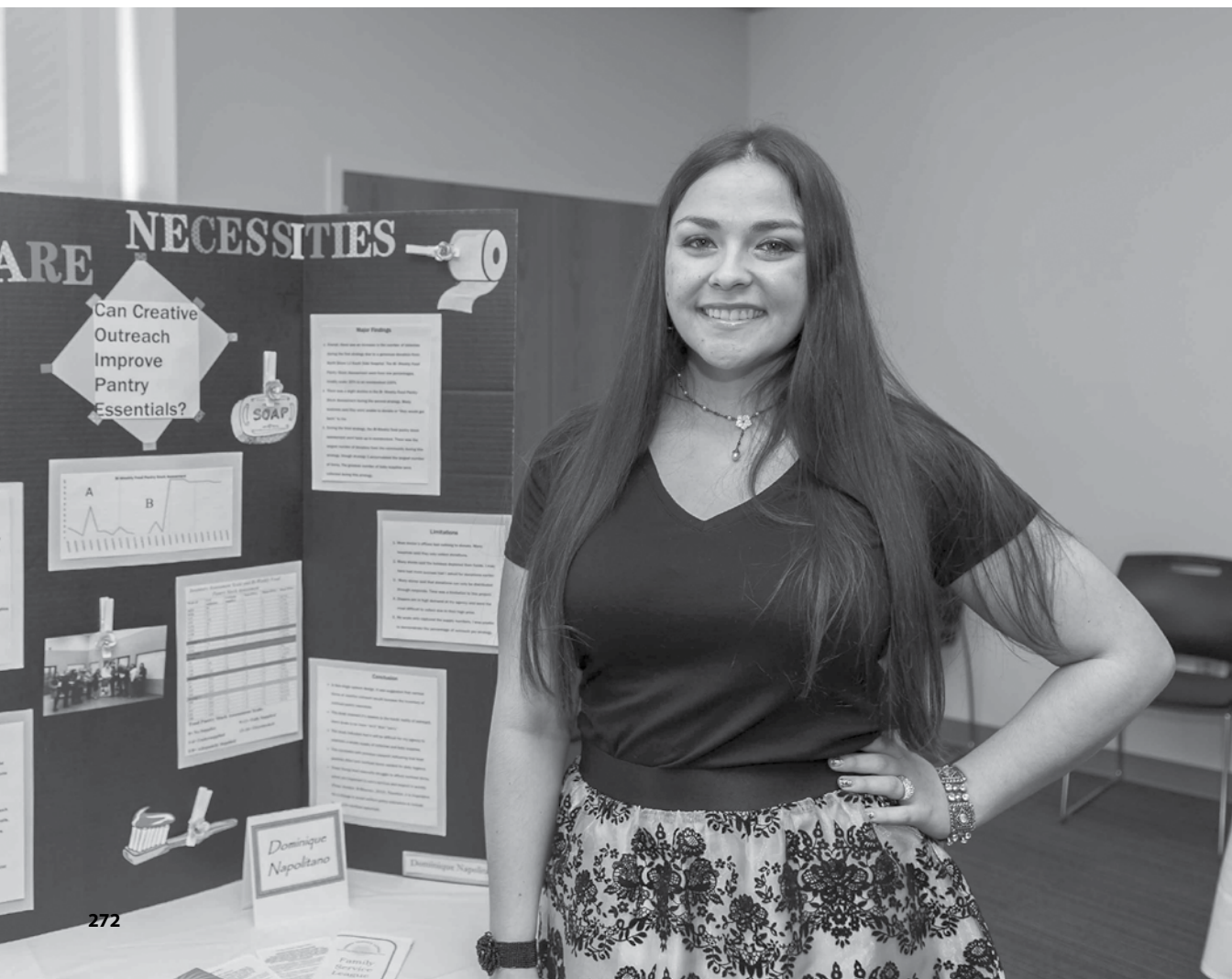
	Credits
General Education Requirements: Acceptable courses listed under General Education Requirements — (41 credits needed) See NOTE	--
Education Childhood/Early Childhood General Education Requirements: Second Math course; second Science course (Included with Math & Science General Education Requirements) — (6 credits needed) See NOTE	--
Arts and Fine Arts (2 disciplines) (6 credits): ART History; MUS History	6
English and Modern Languages (1 of each discipline) (9 credits): ENG 110; ENG 262 (required for Education majors); Modern Language	9
Social and Behavioral Sciences (1 of each discipline) (9 credits): HIS; POL; PSY 205 (required for Education majors)	9
Math and Science (3 courses) (9 credits): MAT; and two Science courses	9

Philosophy, Theology/Religious Studies and Ethics (1 of each discipline) (9 credits): PHI; TRS; and ETH	9
Physical Education (1 credit): PED	1
Core Course (4 credits): COR	4
Major Requirements (28 credits):	
Complete either SOC 101/SOC 225H (3 credits*):	3
SOC 101 Introductory Sociology	*
SOC 225H (HONORS) Sociological Imagination (Honors Program students)	*
SOC 161 Introduction to Cultural Anthropology	3
SOC 211 Social Problems	3
SOC 300 Basics of Social and Behavioral Research	3
Complete either** SOC 301 or SOC 302:	3
SOC 301 Social Theory I-Foundations	**
SOC 302 Social Theory II - Contemporary	**
SOC 331 Race and Ethnic Relations	3
SOC 395 Introduction to Computing with SPSS	1
SOC 490 Sociology Seminar	3
Complete 3 credits*** from the following courses:	3
SOC 152 Sociology of the Family	***
SOC 254 Ancient Worlds	***
SOC 256 Introduction to Archaeology	***
SOC 350 Social Roles of Men and Women	***
SOC 380 Service Learning Immersion	***
Complete 3 credits**** from the following courses:	3
SOC 232 Sociology of Inequality	****
SOC 236 Social Change	***
SOC 245 Cities and Suburbs	****
SOC 333 Alcoholism and Drug Abuse	****
Related Requirements (3 credits):	
Complete either* MAT 114/MAT 115 (3 credits):	3
MAT 114 Elementary Statistics for the Behavioral and Social Sciences (Preferred)	*
MAT 115 Elementary Statistics	*
Education - Childhood/Early Childhood Major Requirements (40 total credits):	
APPRENTICE SEMESTERS (16 credits)	
Sophomore or Junior Year	
EDU 301E E-Portfolio	0
EDU 336 Curriculum and Methodology in Early Childhood Education	3
EDU 352 Teaching Diverse Learners	3
EDU 360 Foundations of Education for Regular and Special Education Teachers	3
EDU 361 Law and Professionalism in Inclusive Settings	1

EDU 365 Critical Examination of Issues in Education	3
Spring of Junior Year - Must be taken immediately preceding Pre-Professional Semester	
EDU 329 Strategies for All Learners in the Diverse Classroom	3
EDU 330 Field Experience - 2 hours a week in a local school	0
PRE-PROFESSIONAL SEMESTER (15 credits)	
Fall of Senior Year	
EDU 332 Literacy in the Content Areas for Childhood Teachers I	3
EDU 333 Literacy in the Content Areas for Childhood Teachers II	3
EDU 341 Mathematics in the Diverse Classroom	3
EDU 346 Science in the Diverse Classroom	3
EDU 351 Social Studies in the Diverse Classroom	3

EDU 355 Field Experience in a School Setting - Childhood Program	0
PROFESSIONAL SEMESTER (9 credits)	
Spring of Senior Year	
EDU 481 Childhood 1-6/Early Childhood B-2 Student Teaching	8
EDU 488 Student Teaching Seminar	1
Electives: Liberal Arts and Sciences (LAS) for a B.S. degree is met. FST 101 counts as towards Electives Requirement.	10
<i>(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor.)</i>	
Total:	128

NOTE: The General Education requirement is 44, and has been adjusted to 41, because the following Related requirement will also satisfy the General Education requirement: MAT 114/115.



Molloy
College



Minor Requirements

Minors—General Information

Students may elect to complete a minor at Molloy College. A minor is a cluster of related courses completed in addition to a major. **Courses that count toward meeting the student's major program of study or subject requirements for education or a concentration may not also count towards the minor requirements. Courses used to satisfy a minor may not be reused to satisfy another minor with similar or the same courses.** All students, including transfer students, electing to complete a minor must complete at least one-half of the requirements for the minor at Molloy College. A grade of "C" is the lowest acceptable grade for courses used to fulfill the minor requirements.

Minors are not available for students doing the Associate's degree programs.

A minimum of 18 credits is required for a minor. Minors are sponsored by a single department or are individually designed with the Chairperson of the sponsoring department. Students should declare a minor at the Office of the Registrar with approval of the "Minor" Chairperson. Completion of a minor will appear on the student's transcript. Information and requirements are listed below for available minors, with the sponsoring departments identified.

ACCOUNTING MINOR FOR NON-BUSINESS MAJORS

Sponsoring department:

Division of Business
Molloy Program of Study Code: ACCMI

<i>Required Courses:</i>	<i>Credits</i>
BUS 101 Introduction to Business	3
ACC 260 Accounting I	3
ACC 261 Accounting II	3
ACC 362 Intermediate Accounting I	3
ACC 363 Intermediate Accounting II	3
ACC 366 Taxation I	3
Total:	18

ACCOUNTING MINOR FOR BUSINESS MANAGEMENT MAJORS

Sponsoring department:

Division of Business
Molloy Program of Study Code: ACBMI

<i>Required Courses:</i>	<i>Credits</i>
ACC 362 Intermediate Accounting I	3
ACC 363 Intermediate Accounting II	3
ACC 364 Cost and Managerial Accounting Systems	3
ACC 366 Taxation I	3

ACC 367 Taxation II	3
ACC 368 Advanced Accounting	3
Total:	18

ACCOUNTING MINOR FOR FINANCE MAJORS

Sponsoring department:

Division of Business
Molloy Program of Study Code: ACFMI

<i>Required Courses:</i>	<i>Credits</i>
ACC 364 Cost and Managerial Accounting Systems	3
ACC 366 Taxation I	3
ACC 367 Taxation II	3
ACC 368 Advanced Accounting	3
<i>Complete 6 credits* from the following:</i>	<i>6</i>
ACC 361 Forensic Accounting	*
ACC 369 Auditing	
ACC 370 Government and Not-For-Profit Accounting	*
ACC 372 Computerized Accounting and Computer Systems	*
Total:	18

ACCOUNTING MINOR FOR MARKETING MAJORS

Sponsoring department:

Division of Business
Molloy Program of Study Code: ACMMI

<i>Required Courses:</i>	<i>Credits</i>
ACC 362 Intermediate Accounting I	3
ACC 363 Intermediate Accounting II	3
ACC 364 Cost and Managerial Accounting Systems	3
ACC 366 Taxation I	3
ACC 367 Taxation II	3
ACC 368 Advanced Accounting	3
Total:	18

AGING STUDIES/GERONTOLOGY MINOR

Sponsoring department:

Social Work and Gerontology Studies
Molloy Program of Study Code: AGSMI

This 18 credit minor is multidisciplinary. The minor is available to any undergraduate enrolled in a degree program, and can be seen as an enrichment to undergraduate majors such as Business, Social Work, Nursing, Sociology, Psychology and many other fields that will be impacted by the growing numbers of older adults. The one semester field placement of one hundred (100) hours with integrative class seminars could include diverse experiences in settings such as day care centers, senior centers or skilled nursing facilities.

Required Courses:	Credits
GRN 201 Introduction to Gerontology	3
GRN/PSY 237 Psychology of Aging	3
GRN/SOC 253 Aging in Society	3
<i>Complete 6 credits* from the following:</i>	6
BIO/GRN 312 Biology of Aging	
GRN 202 Aging and Nutrition	*
GRN 234 Perspectives on Aging Through Film	*
GRN 240 Alzheimers Basics	*
GRN 241 Substance Abuse of the Elderly	*
GRN 242 Network of Care	*
GRN 243 Elder Abuse	*
GRN 245 Palliative Care	*
GRN/SOC 262 Sociology of Death and Dying	*
GRN 327 Geriatric Assessment and Evaluation	*
GRN 352 Practicum/Field Placement I	*
<i>Complete 3 credits** from the following:</i>	3
COM 225 Family Communication	**
ETH 288 Ethics and Health Care	**
PSY 359 Positive Psychology	**
SWK 250 Diversity: Oppression, Privilege and Social Justice	**
SWK 347 Spirituality and Professional Practice in the Helping Professions	**
Total:	18

AMERICAN STUDIES MINOR

Sponsoring department:

English

Molloy Program of Study Code: AMSMI

Required courses:	Credits
ENG 117 Essentials in American Studies: Interrogating the America(n)	3
<i>Complete one COR course with American Studies Minor advisor's approval (4 credits):</i>	4
<i>Complete four* of the following courses (12 credits):</i>	12
ART 230 American Art	*
ART 232 Women and Art	*
ART 240 Art Historical Themes in Cinema	*
BUS 304 Organizational Behavior	*
BUS 307 Sustainable Business	*
COM 211 Gender and Communication	*
COM 213 Intercultural Communication	*
COM/SOC 222 Media, Culture and Society	*
COM 225 Family Communication	*

COM 246 Civic Engagement with New Media	*
COM 313 Interpersonal Communications	*
CRJ 101 Foundations of Justice	*
CRJ 221 Victimology	*
CRJ 223 Domestic Violence	*
CRJ 227 Violence and Aggression	*
CRJ 230 Juvenile Justice	*
CRJ 241 Police and Community Relations	*
CRJ/SOC 283 Law and Society	*
EDU 352 Teaching Diverse Learners	*
ENG 243 Major American Writers I	*
ENG 244 Major American Writers II	*
ENG 315 Faulkner	*
ENG 334 Nineteenth-Century American Novel	*
ENG 335 Twentieth-Century American Novel	*
ENG 363 African-American Literature from 18th Century to 1940	*
ENG 364 African-American Literature from 1940 to the Present	*
ENG 365 Literature and the Culture of Life	*
ESC 235 Geology of New York	*
ETH 252 Sexual Ethics	*
ETH 254 Ethics, Justice and Society	*
ETH 255 Environmental Ethics	*
ETH 257 Business Ethics	*
ETH 258 Media Ethics	*
ETH 279 Religion and Global Moral Issues	*
ETH 288 Ethics and Health Care	*
HIS 111 American Civilization I	*
HIS 112 American Civilization II	*
HIS 216 History of the United States Foreign Policy	*
HIS 221 United States Since World War II	*
HIS 223 History of Latin America	*
HIS 224 History of the Caribbean	*
HIS 245 American History Through Film	*
HIS 253 History of New York State	*
HIS 310 Women in American History	*
HIS 320 Race and Ethnicity in American History	*
MKT 235 Consumer Behavior	*
MUS 205 American Music	*
MUS 209 History of Jazz	*
PHI 102 Critical Thinking	*
PHI/COM 237 Rhetoric	*
PHI 260 Philosophy of Education	*
PHI 280 Gender and Philosophy	*
PHI/POL 310 Political Philosophy	*
POL 101 American National Government	*
POL 103 American State and Local Government	*

POL 201 Presidency and Congress	*	SOC 370 African, Asian and Latino Experiences in American Society	*
POL 209 Women in Politics	*	SPA 250 Latino Culture in the United States	*
POL 210 American Party Politics	*	SPA 312 Hispanic World through Literature, Art and Popular Culture	*
POL 302 American Constitutional Law	*	SPA 314 Cultures of Latin America	*
POL 321 Terrorism	*	SPA 425 Hispanic Women Writers	*
PSY 314 Cross-Cultural Psychology	*	TRS 221 The New Testament	*
PSY 324 Social Psychology Seminar	*	TRS 227 The God Question	*
SOC 152 Sociology of the Family	*	TRS 241 Religion and the American Tradition	*
SOC 166 Social Psychology	*	TRS 242 Women and Christianity	*
SOC 203 People, Places, Things	*	TRS 252 Contemporary Catholicism	*
SOC 211 Social Problems	*	TRS 254 Protestantism	*
SOC/COM 222 Media, Culture and Society	*	TRS 260 Religions of the West	*
SOC 232 Sociology of Inequality	*	TRS 263 Judaism	*
SOC 236 Social Change	*	TRS 265 Islam	*
SOC 241 Business, Labor and Society	*	TRS 273 Church in History and Culture	*
SOC 245 Cities and Suburbs	*	TRS 285 Religious Themes in the Cinema	*
SOC 251 Global Community	*	TRS 355 Mysticism	*
SOC 258 Native Americans	*	Total:	19
SOC 272 Sociology of Education	*		
SOC 331 Race and Ethnic Relations	*		
SOC 350 Social Roles of Women and Men	*		



ANTHROPOLOGY MINOR

Sponsoring department:

Sociology and Anthropology
Molloy Program of Study Code: ANTMI

Required Courses:	Credits
SOC 161 Introduction to Cultural Anthropology	3
SOC 256 Introduction to Archaeology	3
SOC 354 Human Origins	3
<i>Select 3 courses*:</i>	9
SOC 251 Global Community	*
SOC 254 Ancient Worlds	*
SOC 258 Native Americans	*
SOC 266 Birth of the Gods: Ideas, Images and Icons	*
<i>One of the 3 courses** may be:</i>	
SOC 471 Readings in Sociology and Anthropology	**
Total:	18

BIO 352 Evolution is a recommended course for the Anthropology Minor.

APPLIED ETHICS MINOR

Sponsoring department:

Philosophy
Molloy Program of Study Code: AETMI

Few topics today are as relevant as ethics is to nearly every field, every career and every major. The Applied Ethics Minor adds an edge to the resume of students interested in law, business, medicine, education, social policy and the environment. With a foundation in the political and philosophical theories that define ethics, the "application" considers cases and real-world dilemmas that people face in an evolving society.

Required Courses:	Credits
PHI 102 Critical Thinking	3
<i>Complete either ETH 250* or ETH 280H* (3 credits):</i>	3
ETH 250 Ethics: Theories and Principles	*
ETH 280H (HONORS) Ethics and Contemporary Life	*
PHI 499 Research Seminar	3
<i>Three Ethics courses** in Philosophical Ethics† (9 credits):</i>	9
ETH 252 Sexual Ethics	**
ETH 254 Justice and Society	**
ETH 255 Environmental Ethics	**
ETH 257 Business Ethics	**
ETH 258 Communication Ethics	**
ETH 279 Religion and Global Moral Issues	**
ETH 288 Ethics and Health Care	**
ETH 318H Bioethics in the Contemporary World	**

Recommended Electives: COM 213; ENG 361; HIS 240; POL 206; SOC 211; SOC 236; SOC 331	0
Total:	18

†Some Philosophy courses can be substituted for the Applied Ethics Minor requirements. See Departmental Chairperson for further information.

APPLIED SOCIOLOGICAL RESEARCH MINOR

Sponsoring department:

Sociology and Anthropology
Molloy Program of Study Code: ASRMI

Required Courses:	Credits
SOC 101 Introductory Sociology	3
SOC 300 Basics of Social and Behavioral Research	3
SOC 302 Social Theory II Contemporary	3
SOC 395 Introduction to Computing with SPSS	1
SOC 400 Advanced Research Methods in Sociology	3
SOC 422 Applied Sociological Research Methods	3
SOC 460 Internship	3
SOC 497 Advanced Computer Statistical Analysis and Report Writing	3
Total:	22

ART HISTORY MINOR

Sponsoring department:

Art
Molloy Program of Study Code: AHSMI

Required Courses:	Credits
<i>Complete ART 135, 136 or ART 221H*(3 credits);</i>	3
ART 135 History of Western Art I: Prehistoric to Renaissance	*
ART 136 History of Western Art II: Renaissance to Modernism	*
ART 221H (HONORS) Art and Ideas Through History	*
ART 228 Modern Art	3
<i>Complete four other Art History courses</i>	12
Total:	18

ART THERAPY MINOR

Sponsoring department:

Art
Molloy Program of Study Code: ATHMI

The knowledge offered by the Art Therapy minor aligns with the needs of students who are pursuing a variety of majors such as Fine Arts, Visual Arts Education, Early Childhood and Special Education, Psychology, Sociology, Speech Pathology, Music Therapy, Social Work and Nursing. The courses offered will provide the opportunity

to consolidate the theoretical skills of a student's particular major with the tactile-visual skills inherent to artistic expression in two and three-dimensional art works created in traditional and non-traditional media. It is highly recommended that students take additional courses outside the minor in Psychology and Sociology. (See those departments for advisement.)

Required Courses:	Credits
ART 101 Two Dimensional Design	3
ART 102 Drawing	3
ART 250 Introduction to Art Therapy	3
<i>Complete one* of the following (3 credits) ART 248 highly recommended:</i>	3
ART 136 Art of the Western World II: Renaissance to Modernism	*
ART 222 Medical Humanities Through the Ages: Art History and the Human Condition	*
ART 228 Modern Art	*
ART 233 Contemporary Art	*
ART 234 Expressionism, Surrealism and Realism in Art and in the Cinema	*
ART 248 History of Art and Healing	*
<i>Complete either** ART 120 or ART 208 (3 credits):</i>	3
ART 120 Ceramics	**
ART 208 Sculpture	**
<i>Complete one*** of the following (3 credits):</i>	3
ART 130 Fundamental of Painting	***
ART 133 Abstract Painting and Construction	***
ART 214 Color Theory-Advanced Design	***
Total:	18

BIOLOGY MINOR

Sponsoring department:

Biology, Chemistry and Environmental Studies
Molloy Program of Study Code: BIOMI

Required Courses:	Credits
<i>Select either* (8 credits):</i>	8
BIO 120/121 Anatomy and Physiology I, II	*
BIO 126/127 General Biology I, II	*
<i>Also Required:</i>	
BIO 245 Microbiology	4
<i>Complete nine BIO credits (six credits at 200/300-level)</i>	9
Total:	21

BIO 110, 111, 112, and 114 do not satisfy the minor sequence.

N.B. The Biology Area in the Interdisciplinary Studies Program cannot be recognized as a "Biology Minor."

BUSINESS MANAGEMENT MINOR FOR NON-BUSINESS MAJORS

Sponsoring department:

Division of Business
Molloy Program of Study Code: BUSMI

Non-Business majors must complete BUS 273 Financial Fundamental for Non-Business Majors (1 credit) as a pre-requisite.

Required Courses:	Credits
BUS 101 Introduction to Business	3
BUS 201 Principles of Management	3
MKT 230 Principles of Marketing	3
BLW 240 Business Law I	3
ACC 260 Accounting I	3
<i>Complete either* ECO 251 or FIN 350:</i>	3
ECO 251 Macroeconomics	*
FIN 350 Corporate Finance	*
Total:	18

CHEMISTRY MINOR

Sponsoring department:

Biology, Chemistry and Environmental Studies
Molloy Program of Study Code: CHEMI

Required Courses:	Credits
CHE 132 Inorganic Chemistry I	4
CHE 133 Inorganic Chemistry II	5
CHE 200 Organic Chemistry I	4
CHE 201 Organic Chemistry II	5
Total:	18

NOTE: Biology majors will also be considered Chemistry minors and must earn a "C" or better to have the minor noted on the transcript when the degree is awarded. All other conditions for a Minor must be met.

COMPUTER INFORMATION SYSTEMS MINOR

Sponsoring department:

Mathematics and Computer Studies
Molloy Program of Study Code: CISMI

For students seeking employment in a wide variety of professional fields, this program offers an orientation toward the practical aspects of computer programming and the use of computers for solving problems in our complex industrial society.

Required courses:	Credits
<i>Complete either CIS 102* or CIS 105* (3 credits):</i>	3
CIS 102 Computer Applications and CIS	*
CIS 105 Computer Applications for Business	*
CIS 103 Visual Programming	3
CIS 112 Introduction to Web Design and Development	3
CIS 224 Introduction to Database Management	3

CIS/BUS 360 Computer Information Systems in Business	3
<i>Complete either* MAT 115 or 116 or 118 or 225:</i>	3
MAT 115 Elementary Statistics	*
MAT 116 College Algebra and Trigonometry	*
MAT 118 Pre-Calculus	*
MAT 225 Statistics for the Natural Sciences	*
<i>Also complete 3 elective credits:</i>	
CSC or CIS	3
Total:	21

COMPUTER SCIENCE MINOR

Sponsoring department:

Mathematics and Computer Studies
Molloy Program of Study Code: CSCMI

This is designed to give students sufficient background and knowledge for further studies in graduate school or for positions involving computer programming.

Required courses:	Credits
CSC 103 Visual Programming	3
CSC 120 Programming I	3
CSC 121 Programming II	3
CSC 235 Introduction to Web Scripting	3
CSC 244 Data Structures	4
<i>Complete 3-4 credits of CSC 200/300-level or CIS 224 or CIS 339:</i>	3-4
<i>Complete either* MAT 118, 220, or 221:</i>	3-4
MAT 118 Pre-Calculus	*
MAT 220 Calculus for Science and Business	*
MAT 221 Calculus I	*
Total:	22-24

Please note that this minor does not suffice for an area of concentration in the *Interdisciplinary Studies* major (described in the Interdisciplinary Studies section).

CRIMINAL JUSTICE MINOR

Sponsoring department:

Criminal Justice and Legal Studies
Molloy Program of Study Code: CRJMI

Required courses:	Credits
CRJ 101 Foundations of Justice	3
CRJ 203 Theories of Crime	3
<i>Complete either* CRJ 280, 281, 283:</i>	3
CRJ 280 Criminal Law	*
CRJ 281 Criminal Procedure	*
CRJ 283 Law and Society	*
<i>Also complete 3 elective CRJ courses</i>	9
Total:	18

DIGITAL ART MINOR

Sponsoring department:

Art
Molloy Program of Study Code: DGAMI

Required Courses:	Credits
ART 101 Two-Dimensional Design	3
<i>Complete five courses* in Digital Art from the following (15 credits):</i>	15
ART 157 Digital Photography I	*
ART 180 Introduction to Digital Art	*
ART 181 Paint Systems I	*
ART 182 Adobe Illustrator I	*
ART 183 Adobe Photoshop I	*
ART 184 Adobe InDesign I	*
ART 272 Adobe After Effects	*
ART 273 Three-Dimensional Computer Graphics and Animation	*
ART 274 Interactive Multimedia Design	*
ART 281 Paint Systems II	*
ART 282 Adobe Illustrator II	*
ART 283 Adobe Photoshop II	*
ART 284 Adobe InDesign II	*
ART 398 Selected Studies in Digital Art	*
Total:	18

DIVERSITY AND TOLERANCE STUDIES MINOR

Sponsoring department:

Sociology and Anthropology
Molloy Program of Study Code: DTSMI

Required Courses:	Credits
SOC 101 Introductory Sociology	3
SOC 161 Introduction to Cultural Anthropology	3
SOC 300 Basics of Social and Behavioral Research	3
SOC 331 Race and Ethnic Relations	3
SOC 370 African, Asian, and Latino Experiences in American Society	3
SOC 395 Introduction to Computing with SPSS	1
<i>Complete either* SOC 380 or SOC 490:</i>	3
SOC 380 Service Learning Immersion	*
SOC 490 Sociology Seminar	*
Total:	19

Recommended courses—ENG 363 or ENG 364, HIS 320, POL 107, POL 206 or POL 303, and two courses in Spanish.

EARTH SCIENCE MINOR

Sponsoring department:

Biology, Chemistry and Environmental Studies

Molloy Program of Study Code: ESCMI

Required courses:	Credits
ESC 115 Astronomy	3
ESC 125 Planet Earth	3
ESC 127 Rocks and Minerals	3
ESC 130 Earth's History	3
<i>Complete 6 additional ESC credits at the 200/300-level</i>	6
Total:	18

ECONOMICS MINOR FOR NON-BUSINESS MAJORS

Sponsoring department:

Division of Business

Molloy Program of Study Code: ECOMI

Required Courses:	Credits
BUS 101 Introduction to Business	3
BUS 343 Quantitative Analysis for Business Applications	3
ECO 251 Macroeconomics	3
ECO 252 Microeconomics	3
ECO 315 Money, Banking and Financial Markets	3
ECO 320 Global Economics and Finance	3
Total:	18

ENGLISH MINOR

Sponsoring department:

English

Molloy Program of Study Code: ENGMI

Required Courses:	Credits
ENG 241 Great Writers of English Literature I	3
ENG 242 Great Writers of English Literature II	3
<i>Complete either* ENG 243 or ENG 244:</i>	3
ENG 243 Major American Writers I	*
ENG 244 Major American Writers II	*
<i>Complete one Advanced Writing course</i>	3
<i>Complete 6 ENG credits beyond ENG 120</i>	6
Total:	18

ENVIRONMENTAL STUDIES MINOR

Sponsoring department:

Biology, Chemistry and Environmental Studies

Molloy Program of Study Code: ENVMI

Required courses:	Credits
BIO 150 Ecology	3
ENV 101 Introduction to Environmental Issues	3
ESC 125 Planet Earth	3
GEO 200 Introduction to Geography	3

<i>Complete 6 additional ENV credits</i>	6
Total:	18

FINANCE MINOR FOR NON-BUSINESS MAJORS

Sponsoring department:

Division of Business

Molloy Program of Study Code: FINMI

Required Courses:	Credits
BUS 101 Introduction to Business	3
ACC 260 Accounting I	3
ACC 261 Accounting II	3
BUS 343 Quantitative Analysis for Business Applications	3
FIN 350 Corporate Finance	3
<i>Complete one* of the following courses (3 credits):</i>	3
FIN 379 Intermediate Corporate Finance	*
FIN 380 Investment Management	*
FIN 381 Risk Management	*
<i>One course from:</i>	*
FIN 384 Real Estate and Project Finance	
FIN 387 Global Financial Markets	
FIN 388 Fixed Income Markets and Valuation	
FIN 403 Corporate Treasury Management	
FIN 389 Fundamental Analysis and Company Valuation	*
Total:	18

FINANCE MINOR FOR ACCOUNTING MAJORS

Sponsoring department:

Division of Business

Molloy Program of Study Code: FIAMI

Required Courses:	Credits
FIN 379 Intermediate Corporate Finance	3
FIN 380 Investment Management	3
FIN 381 Risk Management	3
<i>Complete one* of the following:</i>	3
FIN 384 Real Estate and Project Finance	*
FIN 387 Global Financial Markets	*
FIN 388 Fixed Income Markets and Valuation	*
FIN 403 Corporate Treasury Management	*
FIN 389 Fundamental Analysis and Company Valuation	3
<i>Complete one** of the following:</i>	3-4
MAT 116 College Algebra and Trigonometry	**
MAT 118 Pre-Calculus	**
MAT 221 Calculus I	**
Total:	18

FINANCE MINOR FOR BUSINESS MANAGEMENT MAJORS

Sponsoring department:

Division of Business
Molloy Program of Study Code: FIBMI

Required Courses:	Credits
ACC 362 Intermediate Accounting I	3
ACC 363 Intermediate Accounting II	3
<i>Complete one* of the following:</i>	<i>3-4</i>
MAT 116 College Algebra and Trigonometry	*
MAT 118 Pre-Calculus	*
MAT 221 Calculus I	*
<i>Complete 9 credits** from the following:</i>	<i>9</i>
FIN 379 Intermediate Corporate Finance	**
FIN 380 Investment Management	**
FIN 381 Risk Management	**
<i>One course from:</i>	<i>**</i>
FIN 384 Real Estate and Project Finance	
FIN 387 Global Financial Markets	
FIN 388 Fixed Income Markets and Valuation	
FIN 403 Corporate Treasury Management	
FIN 389 Fundamental Analysis and Company Valuation	**
Total:	18

FINANCE MINOR FOR MARKETING MAJORS

Sponsoring department:

Division of Business
Molloy Program of Study Code: FIMMI

Required Courses:	Credits
ACC 362 Intermediate Accounting I	3
ACC 363 Intermediate Accounting II	3
<i>Complete one* of the following:</i>	<i>3-4</i>
MAT 116 College Algebra and Trigonometry	*
MAT 118 Pre-Calculus	*
MAT 221 Calculus I	*
<i>Complete 9 credits** from the following:</i>	<i>9</i>
FIN 379 Intermediate Corporate Finance	**
FIN 380 Investment Management	**
FIN 381 Risk Management	**
<i>One course from:</i>	<i>**</i>
FIN 384 Real Estate and Project Finance	
FIN 387 Global Financial Markets	
FIN 388 Fixed Income Markets and Valuation	
FIN 403 Corporate Treasury Management	
FIN 389 Fundamental Analysis and Company Valuation	**

Total:	18
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FORENSIC STUDIES MINOR

Sponsoring department:

Criminal Justice and Legal Studies
Molloy Program of Study Code: FORMI

Required courses:	Credits
CRJ 213 Criminalistics: Introduction to Forensic Studies	3
CRJ 214 Criminal Investigations	3
CRJ 215 Crime Scene Processing	3
CRJ 314 Advanced Investigative Techniques	3
<i>Complete 2 courses (6 credits):</i>	<i>6</i>
BIO 232 Biology of Forensics	*
BIO 362 Forensic Analysis of DNA	*
CSC 217 Computer Forensics	*
CRJ/PSY 339 Forensic Psychology	*
Total:	18

GALLERY/MUSEUM STUDIES MINOR

Sponsoring department:

Art
Molloy Program of Study Code: GMSMI

Required courses:	Credits
<i>Prerequisite to other required minor courses:</i>	
ART 253 Introduction to Gallery and Museum Studies	3
<i>Complete 9 credits of Art History Elective courses* from the following (9 credits):</i>	<i>9</i>
ART 135 History of Western Art I: Prehistoric to Renaissance	*
ART 136 History of Western Art II: Renaissance to Modernism	*
ART 220 Ancient and Classical Art	*
ART 221H (HONORS) Art and Ideas Through the Ages: Art History and the Human Condition	*
ART 222 Medical Humanities	*
ART 223 Medieval Art	*
ART 224 Renaissance Art	*
ART 225 Baroque and Rococo Art	*
ART 228 Modern Art	*
ART 229 Asian Art	*
ART 230 American Art	*
ART 232 Women and Art	*
ART 233 Contemporary Art	*
ART 234 Expressionism, Surrealism and Realism in Art and the Cinema	*
ART 236 History of Photography	*

ART 240 Art Historical Themes in Cinema	*
ART 241 Art History of Non-European Cultures	*
ART 248 History of Art and Healing	*
ART 270 Field Study in Art: New York	*
<i>Complete either BUS 201 or a MRK course in lieu of one Art History course (3 credits):</i>	--
BUS 201 Principles of Management	*
MRK Elective under consultation of advisor	*
<i>Complete two** of the following (6 credits):</i>	6
ART 354 Gallery and Museum Studies II	**
ART 462 Art Gallery/Museum Internship I	**
ART 463 Art Gallery/Museum Internship II	**
Total:	18

*Students may choose to take BUS 330 Principles of Marketing or BUS 336 Advertising in lieu of one Art History Elective course.

GRAPHIC DESIGN MINOR

Sponsoring department:

Art
Molloy Program of Study Code: GRDMI

The knowledge offered by the Graphic Design minor aligns with the needs of students who are pursuing a variety of majors such as Marketing, Finance, Business Management, Accounting,

Economics, Computer Science, Psychology, Communications and New Media. The courses offered will provide the opportunity to consolidate the theoretical skills of the student's major with the tactile-visual skills inherent to Graphic Design, such as effective logotype-branding creation, editorial and advertising layout, package design and 2- and 3-Dimensional animation within the constantly growing world of the digital arts.

Required Courses:	Credits
ART 101 Two-Dimensional Design	3
ART 102 Drawing	3
ART 180 Introduction to Digital Art	3
ART 184 Adobe InDesign I	3
ART 245 Introduction to Graphic Design	3
ART 246 Typography Design	3
<i>Depending upon the digital experience level of the individual student, ART 180 and ART 184 may be substituted with 6 credits from the following under consultation with the Chairperson:</i>	--
ART 157 Digital Photography I	*
ART 181 Paint Systems I	*
ART 182 Adobe Illustrator I	*
ART 183 Adobe Photoshop I	*
ART 251 Photography II	*



ART 252 Documentary Photography	*
ART 265 Web Design I	*
ART 272 Adobe After Effects I	*
ART 273 Three-Dimensional Computer Graphics and Animation	*
ART 274 Interactive Multimedia Design	*
ART 281 Paint Systems II	*
ART 282 Adobe Illustrator II	*
ART 283 Adobe Photoshop II	*
ART 284 Adobe InDesign II	*
ART 302 Photojournalism	*
ART 350 Advanced Photography	*
ART 351 Selected Studies in Photography	*
ART 365 Web Design II	*
ART 372 Adobe After Effects II	*
ART 373 Three Dimensional Computer Graphics/Animation II	*
ART 375 Three Dimensional Computer Graphics/Animation III	*
ART 376 Adobe After Effects III	*
ART 475 Strategies for a Successful Arts Career	*
Total:	18

HISTORY MINOR

Sponsoring department:

History and Political Science

Molloy Program of Study Code: HISMI

Required Courses:	Credits
HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 111 American Civilization I	3
HIS 112 American Civilization II	3
<i>HIS Electives (Under consultation with advisor)</i>	6
Total:	18

IRISH STUDIES MINOR

Sponsoring department:

Contact Registrar for advisor

Molloy Program of Study Code: ISTMI

Required Courses:	Credits
ENG 312 Readings in James Joyce	3
ENG 338 Irish Literature	3
HIS 250 Irish History	3
HIS 316 Emergence of Modern Europe	3
SOC 161 Introduction to Cultural Anthropology	3
Total:	18

ITALIAN MINOR

Sponsoring department:

Modern Languages

Molloy Program of Study Code: ITAMI

Required courses:	Credits
ITA 305 Reading and Writing Italian	3
ITA 312 Italian Culture	3
<i>Complete 12 credits* from the following courses (12 credits):</i>	12
ITA 101 Beginning Italian I	*
ITA 102 Beginning Italian II	*
ITA 201 Beginning Italian III	*
ITA 215 Intermediate Italian Conversation	*
ITA 305 Reading and Writing Italian	*
ITA 310 Conversation Skills	*
ITA 311 Writing Skills	*
ITA 325 Contemporary Italy	*
ITA 330 Study Abroad: Italian Grammar and Composition I	*
ITA 331 Study Abroad: Italian Conversation and Culture I	*
ITA 335 Study Abroad: Italian Grammar and Composition II	*
ITA 336 Study Abroad: Italian Grammar and Composition II	*
ITA 390 Special Topics	*
ITA 410 Contemporary Italian Literature	*
ITA 420 Italian Film	*
<i>NOTE: One course** may be included from the following, which are offered by other departments (3 credits):</i>	
ART 224 Renaissance Art	**
ENG 314 Dante	**
MUS 264 Opera Workshop	**
Total:	18

JOURNALISM MINOR

Sponsoring departments:

English; Communications

Molloy Program of Study Code: JRNMI

Required Courses:	Credits
ENG 233/COM 233 Introduction to Newswriting	3
ENG 234/COM 234 Journalism Practicum	3
ENG 301/COM 301 Feature Writing	3
<i>ENG 469 English Internship (focused on Journalism)</i>	3
<i>Additional 6 elective journalism credits</i>	6
Total:	18

LEGAL STUDIES MINOR

Sponsoring department:

Criminal Justice and Legal Studies
Molloy Program of Study Code: LGLMI

The Legal Studies minor provides students with a foundation in law and its practical application. Individuals seeking to work in the legal professions or as a paralegal*, those pursuing law school and students whose careers will interact with the law can all benefit from this course of study. Successful completion of the minor automatically earns the student a Molloy Paralegal Studies Certificate. Students can be job ready when they graduate with the minor and certificate.

* Paralegals work directly under the supervision and direction of an attorney and may not give legal advice or otherwise engage in the practice of law.

Required courses:	Credits
LGL 103 Introduction to Legal Studies	3
LGL 201 Professional Responsibility in the Law	1
LGL 301 Legal Research and Writing	3
LGL 302 Litigation	3
<i>Complete 8 credits* from the following specialty elective courses:</i>	8
LGL 202 Family Law	*
LGL 203 Probate Law	*
LGL 204 Real Property Law	*
LGL 205 Tort Law	*
LGL 206 Law Office Management	*
LGL 303 Technology and the Law Office	*
LGL 304 Substantive Law and Drafting Essentials	*
<i>Complete 3 credits** from the following elective courses or from the specialty elective courses listed above:</i>	3
ACC 150 Accounting for Non-Business Majors	**
BUS 101 Introduction to Business	**
CRJ 267 Constitutional Amendment I	**
CRJ 280 Criminal Law (non-CRJ majors)	**
CRJ 281 Criminal Procedure (non-CRJ majors)	**
CRJ 283/SOC283 Law and Society	**
LGL 207 Alternative Dispute Resolution	**
LGL 208 Immigration Law	**
LGL 209 Pre-Employment Skills	**
LGL 210 Elder Law	**
LGL 211 Electronic Discovery Skills	**
LGL 460 Legal Studies Internship	**
PHI 241 Philosophy of Law	**
POL 302 American Constitutional Law	**
Total:	21

MARKETING MINOR FOR NON-BUSINESS MAJORS

Sponsoring department:

Division of Business
Molloy Program of Study Code: MRKMI

Required Courses:	Credits
BUS 101 Introduction to Business	3
MKT 230 Principles of Marketing	3
ACC 260 Accounting I	3
<i>Complete three of the following courses* (9 credits):</i>	9
MKT 235 Consumer Behavior	*
MKT 337 Marketing Strategy	*
MKT 338 Fundamentals of Marketing Research	*
MKT 340 International Marketing	*
MKT 341 Branding Strategies	*
MKT 342 Digital Media Marketing	*
MKT 344 Advertising and Integrated Marketing Communications	*
Total:	18

MARKETING MINOR FOR ACCOUNTING MAJORS

Sponsoring department:

Division of Business
Molloy Program of Study Code: MRAMI

Required Courses:	Credits
MKT 235 Consumer Behavior	3
MKT 330 Principles of Marketing	3
MKT 337 Marketing Strategy	3
MKT 338 Marketing Research	3
MKT 341 Branding Strategies	3
MKT 342 Digital Marketing	3
Total:	18

MARKETING MINOR FOR BUSINESS MANAGEMENT OR FINANCE MAJORS

Sponsoring department:

Division of Business
Molloy Program of Study Code (Business Majors): MRBMI
Molloy Program of Study Code (Finance Majors): MRFMI

Required Courses:	Credits
MKT 235 Consumer Behavior	3
MKT 337 Marketing Strategy	3
MKT 338 Marketing Research	3
MKT 340 International Marketing	3
MKT 342 Digital Marketing	3
<i>Take one* of the following:</i>	3
MKT 332 Sports Marketing	*
MKT 340 International Marketing	*

MKT 341 Branding Strategies	*
MKT 342 Digital Media Marketing	*
MKT 344 Integrated marketing Communications	*
Total:	18

MATHEMATICS MINOR

Sponsoring department:

Mathematics and Computer Studies
Molloy Program of Study Code: MATMI

Required courses:	Credits
MAT 221 Calculus I	4
MAT 222 Calculus II	4
Choose either* MAT 115 or MAT 225:	3
MAT 115 Elementary Statistics*	*
MAT 225 Statistics for the Natural Sciences*	*
Complete either** MAT 223 or MAT 229:	3-4
MAT 223 Calculus III	**
MAT 229 Discrete Mathematical Structures	**
Complete either*** MAT 232 or MAT 330:	3
MAT 232 Introduction to Linear Algebra	***
MAT 330 Modern Algebra I	***
Complete a MAT or CSC elective	3
Total:	20-21

*CSC majors—MAT 115 or 225 is a related requirement.

Please note that this minor does not suffice for an area of concentration in the *Interdisciplinary Studies* major (described in the Interdisciplinary Studies section).

MEDIA MINOR

Sponsoring department:

Communications
Molloy Program of Study Code: MEDMI

Required Courses:	Credits
COM 256 Field Production	3
COM 355 History of Media	3
COM/ENG 356 Film Art	3
Complete three additional 200-level or higher COM courses in consultation with advisor (9 credits)	9
Total:	18

MUSIC MINOR

Sponsoring department:

Music
Molloy Program of Study Code: MUSMI

Required courses:	Credits
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MUS 101 Theory Fundamentals	2
MUS 102 Sight Singing/Ear Training I	2
Complete 1 credit of either*:	1
MUS 110 Class Piano	*
MUS 111 Advanced Class Piano	*
MUS 114 Computer Writing	1
Complete 6 credits** of:	6
Any Music History courses	**

Complete 6 credits of additional Music Electives subject to Chairperson approval from Applied, Ensemble, Instrumental, Music Theory, Special Topics or additional Music History courses. MUS 194 and 235 (Singing and Signing courses) and MUS 191 (Percussion Workshop) are also allowed.

Total:	18
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NEW MEDIA MINOR

Sponsoring department:

Digital Humanities and New Media
Molloy Program of Study Code: NMDMI

Required Courses:	Credits
NMD 228 Writing for the Web	3
NMD 243 Introduction to New Media	3
NMD 244 Online Content Production	3
NMD 246 Civic Engagement with New Media	3
Complete three additional courses based upon the student's interest and in consultation with advisor (9 credits)	9
COM 248 Online Journalism	*
COM 331 Online Advertising	*
COM 357 Digital Public Relations	*
NMD 246 Civic Engagement with New Media	*
NMD 310 Video Storytelling for the Web	*
NMD 381 Digital Applications for New Media	*
Or any 200-level or higher COM/NMD course with advisor approval	*
Total:	18

PERSONAL FINANCIAL PLANNING MINOR FOR ALL BUSINESS AND NON-BUSINESS MAJORS

Sponsoring department:

Division of Business
Molloy Program of Study Code: PFPMI

Required Courses:	Credits
BUS 225 Understanding Financial Planning Process and Insurance	3

BUS 373 Understanding Investment Planning	3
BUS 374 Understanding Income Tax Planning	3
BUS 375 Understanding Retirement Planning and Employee Benefits	3
BUS 376 Understanding Estate Planning	3
BUS 496 Financial Planning Capstone	3
Total:	18

PHILOSOPHY MINOR

Sponsoring department:

Philosophy

Molloy Program of Study Code: PHIMI

Whether to gain an edge in the job market or to strengthen the student's major field of study, a minor in Philosophy can provide both advantages. The Philosophy Minor at Molloy College provides a student who has an interest in philosophy with the rare opportunity to enhance the educational experience and to give the student's resume that extra something to acquire that "dream career" in an ever-increasingly competitive job market.

Required Courses:	Credits
PHI 102 Critical Thinking	3
<i>Complete either PHI 100* or 225H* (3 credits):</i>	3
PHI 100 Philosophy: The Pursuit of Wisdom	*
PHI 225H (HONORS) Civilized Ideas	*
<i>Complete either PHI 259** or 499** (3 credits):</i>	3
PHI 259 Modern Philosophy (Descartes to Kant)	**
PHI 499 Research Seminar	**
<i>Complete one course in ETH (Preferably ETH 250 or 280H) (3 credits)</i>	3
<i>Complete two additional courses in PHI or ETH credits (6 credits)</i>	6
Total:	18

PHOTOGRAPHY MINOR

Sponsoring department:

Art

Molloy Program of Study Code: PHOMI

Required courses:	Credits
ART 101 Two-Dimensional Design	3
<i>Complete five courses in Photography (15 credits):</i>	15
ART 157 Digital Photography I	*
ART 183 Adobe Photoshop I	*
ART 236 History of Photography	*
ART 251 Photography II	*
ART 252 Documentary Photography	*
ART 254 Portrait Photography	*
ART 302 Photo Journalism	*

ART 350 Advanced Photography	*
ART 351 Selected Studies - Photography	*
Total:	18

PHYSICAL EDUCATION MINOR

Sponsoring department:

Physical Education

At this time, a minor is not available in Physical Education. Courses are offered for a certification in coaching from New York State Education Department. Please refer to the Physical Education Department section of the catalog for further information.

PHYSICAL SCIENCE MINOR

Sponsoring department:

Biology, Chemistry and Environmental Studies

Molloy Program of Study Code: PSCMI

Required Courses:	Credits
CHE 132 Inorganic Chemistry I	4
CHE 133 Inorganic Chemistry II	5
ESC 125 Planet Earth	3
PHY 270 General Physics I	4
PHY 271 General Physics II	4
Total:	20

POLITICAL SCIENCE MINOR

Sponsoring department:

History and Political Science

Molloy Program of Study Code: POLMI

Required Courses:	Credits
POL 100 Fundamentals of Government	3
POL 101 American National Government	3
POL 106 Comparative Government and Politics I	3
POL 107 Comparative Government and Politics II	3
<i>Complete two POL elective courses (6 credits)</i>	6
Total:	18

PROFESSIONAL COMMUNICATIONS MINOR

Sponsoring department:

Communications

Molloy Program of Study Code: PRCMI

Required Courses:	Credits
COM 254 Public Relations	3
COM 259 Introduction to Advertising	3
COM 313 Interpersonal Communications	3
COM 315 Organizational Communication	3

Complete two additional 200-level or higher COM courses in consultation with advisor (6 credits)	6
Total:	18

PSYCHOLOGY MINOR

Sponsoring department:

Psychology & Counseling

Molloy Program of Study Code: PSYMI

Students interested in additional study in Psychology, with a general focus, should register for a Psychology minor.

Required Courses:	Credits
PSY 111 General Psychology	3
Complete two courses* from the following:	6
PSY 204 or PSY 205 or PSY 206 Developmental, Child or Adolescent Psychology	*
PSY 245 Psychological Assessment	*
PSY 325 History and Systems of Psychology	*
PSY 326 Abnormal Psychology	*
PSY 353 Personality	*
Complete three 300-level elective courses (9 credits) (Exceptions require Psychology Chairpersons approval.)	9
Total:	18

SOCIAL ENTREPRENEURSHIP MINOR

Sponsoring departments:

Division of Business and Social Work

Molloy Program of Study Code: SENMI

Required Courses:	Credits
Complete *BUS 101 (or COM 229 if a Business Major)	3
BUS 101 Introduction to Business	*
or	
COM 229 Experiences in Corporate Communications	*
Complete **ACC 150 (or ECO 315 if a Business Major)	3
ACC 150 Accounting for Non-Business Majors	**
or	
ECO 315 Money, Banking and Financial Markets	**
Complete ***BUS 304 (or ETH 257 if a Business Major)	3
BUS 304 Organizational Behavior	***
or	
ETH 257 Business Ethics	***
BUS 145 Business Relationships	1
Complete ****SWK 250 (or COM 229 if a Social Work Major)	3

SWK 250 Diversity/Cultural Competency	****
or	
COM 229 Experiences in Corporate Communications	****
SWK/BUS 371 Social Entrepreneurship Encounter	2
Complete *****SWK 453 (or ETH 257/288 if a Social Work Major)	3
SWK 453 Social Work Practice III	*****
or	
ETH 257 Business Ethics	*****
or	
ETH 288 Ethics and Healthcare	*****
Total:	18

NOTE: Business Division and Social Work majors will take the alternate courses as allowed for this major. (Major requirements may not be reused to meet Minor requirements.) General Education and Related requirements can be applied towards the Minor. Advisor approval of courses is needed for students from other programs of study.

SOCIOLOGY MINOR

Sponsoring department:

Sociology and Anthropology

Molloy Program of Study Code: SOCMI

Required courses:	Credits
SOC 101 Introductory Sociology	3
Select one* of the following courses (3 credits):	3
SOC 152 Sociology of the Family	*
SOC 161 Introduction to Cultural Anthropology	*
SOC 166 Social Psychology	*
SOC 222 Media Culture and Society	*
SOC 232 Sociology of Inequality	*
SOC 236 Social Change	*
SOC 241 Business, Labor and Society	*
SOC 245 Cities and Suburbs	*
SOC 271 Sociology of Healthcare	*
Select one** of the following courses (3 credits):	3
SOC 211 Social Problems	**
SOC 235 Juvenile Delinquency	**
SOC 238 Criminology	**
SOC 253 Sociology of Aging	**
SOC 331 Race and Ethnic Relations	**
SOC 333 Alcoholism and Drug Abuse	**
SOC 350 Social Roles of Men and Women	**
Select one*** of the following courses (3-4 credits):	3-4
SOC 301 Social Theory I: Foundations	***
SOC 302 Social Theory II: Contemporary	***



<i>Or take SOC 300 with recommended, but not required - SOC 395 (4 credits):</i>	
SOC 300 Basics of Social and Behavioral Research (3 credits)	***
SOC 395 Introduction to Computing with SPSS (1 credit)	***
Complete 2 additional elective SOC courses (6 credits)	6
Total:	18-19

SPANISH MINOR

Sponsoring department:

Modern Languages

Molloy Program of Study Code: SPAMI

Required Courses:	Credits
SPA 305 Grammar for Communication	3
<i>Complete either* SPA 313 or SPA 314:</i>	3
SPA 313 Cultures of Spain	*
SPA 314 Cultures of Latin America	*
<i>Complete four** of the following (12 credits):</i>	12
SPA 101 Beginning Spanish I	**
SPA 102 Beginning Spanish II	**
SPA 103 Beginning Spanish for the Healthcare Professions I	**
SPA 104 Beginning Spanish for the Healthcare Professions II	**
SPA 105 Beginning Spanish for Social Services I	**

SPA 106 Beginning Spanish for Social Services II	**
SPA 201 Beginning Spanish III	**
SPA 209 Spanish for Heritage Students	**
SPA 215 Intermediate Spanish Conversation I	**
SPA 220 Intermediate Spanish	**
SPA 307 Introduction to the Analysis of Spanish Literacy and Cultural Texts	**
SPA 312 Hispanic World Through Literature, Art and Popular Culture	**
SPA 330 Study Abroad: Spanish Grammar and Composition I	**
SPA 331 Study Abroad: Spanish Conversation and Culture I	**
SPA 335 Study Abroad: Spanish Grammar and Composition II	**
SPA 336 Study Abroad: Spanish Conversation and Culture II	**
SPA 341 Advanced Spanish Grammar and Composition	**
SPA 351 Iberian Literature Survey	**
SPA 352 Latin American Literature Survey	**
SPA 353 Latin American Short Story	**
SPA 381 Spanish Linguistics	**
<i>SPA 400-level course</i>	**
Total:	18

NOTE: Based upon entering level, heritage speakers may take SPA 209 Spanish for Heritage Students. SPA 101 must be followed by either SPA 102, SPA 104 or SPA 106. SPA 105 must be followed by SPA 102, SPA 104 or SPA 106.

SPANISH FOR THE HEALTH PROFESSIONS MINOR

The minor in Spanish for Health Professions is designed specifically for healthcare students or those who aim at having a career in health-related fields. The growing presence of Hispanics in the United States has generated a demand for professionals with the linguistic skills to help a Spanish-speaking clientele. This minor is inestimably useful not only for Nursing students, but also for students in other departments, such as Allied Health, Biology, Music Therapy, Psychology, Social Work and Speech-Language Pathology/Audiology. Students are able to complete this minor in its entirety at the Rockville Centre campus. They can also take either up to six or nine credits in Spain by enrolling in the Molloy Summer Study Abroad Program at the University of León to count towards this minor. However, students must take at last nine (9) credits at the Rockville Centre campus for this minor (SPA 315 and SPA 324 among them).

Sponsoring department:

Modern Languages
Molloy Program of Study Code: SPHMI

Required Courses:	Credits
SPA 224 Intermediate Spanish for the Healthcare Professions	3
SPA 315 Cultural Competence in the Healthcare Environment	3
SPA 324 Advanced Spanish for the Healthcare Professions	3
<i>Complete three courses* (9 credits):</i>	9
SPA 103 Beginning Spanish for the Healthcare Professions I	*
SPA 104 Beginning Spanish for the Healthcare Professions II	*
SPA 330 Study Abroad: Spanish Grammar and Composition I	*
SPA 331 Study Abroad: Spanish Conversation and Culture I	*
SPA 424 Culture and Medicine in Latin America	*
SPA 461 Language Internship	*
Or, any 300-/400-level SPA courses	*
Total:	18

NOTE: Based upon entering level, heritage speakers may take SPA 209 Spanish for Heritage Students instead of SPA 103 and SPA 104.

SPEECH-LANGUAGE PATHOLOGY/AUDIOLOGY MINOR

Sponsoring department:

Communication Sciences and Disorders
Molloy Program of Study Code: SLPMI

Courses for a minor in Speech-Language Pathology/Audiology must be selected in consultation with a Communication Sciences and Disorders Departmental advisor.

Required Courses:	Credits
SLP 271 Anatomy and Physiology of the Speech Mechanism	3

SLP 273 Phonetics and Vocal Patterns	3
SLP 274 Disorders of Communication I	3
SLP 372 Language Acquisition	3
SLP 374 Disorders of Communication II	3
<i>Complete one* of the following (3 credits):</i>	3
SLP 270 Sound and the Auditory Mechanism	*
SLP 272 Introduction to Speech Science	*
SLP 371 Communication Skills of the Hearing Impaired	*
Total:	18

STUDIO ART MINOR

Sponsoring department:

Art
Molloy Program of Study Code: STUMI

Required courses:	Credits
ART 101 Two-Dimensional Design	3
ART 102 Drawing	3
ART 103 Three-Dimensional Design	3
<i>Complete three other Studio Art elective courses* (9 credits):</i>	9
ART 111 Figure Drawing	*
ART 113 Introduction to Printmaking	*
ART 130 Fundamentals of Painting	*
ART 157 Digital Photography I	*
ART 180 Introduction to Digital Art	*
ART 183 Adobe Photoshop I	*
ART 208 Sculpture	*
ART 214 Color Theory - Advanced Design	*
ART 231 Watercolor Painting	*
ART 245 Introduction to Graphic Design	*
ART 246 Typography Design	*
ART 273 Three-Dimensional Computer Graphics and Animation	*
ART 311 Illustration	*
Total:	18

NOTE: Other elective courses are subject to Chairperson's approval.

SUSTAINABILITY POLICIES AND PRACTICES MINOR

Sponsoring department:

Interdisciplinary Studies
Molloy Program of Study Code: SUSMI

Required Courses:	Credits
<i>Complete either BIO 150* or ENV 101* (3 credits):</i>	3
BIO 150 Ecology	*
ENV 101 Introduction to Environmental Issues	*
BUS 307 Sustainable Business	3

POL 115 Introduction to Sustainability	3
POL 325 Integrative Seminar: Sustainable Policies	3
SOC 360 Sustainable Communities	3
<i>Electives** (Select one for 3 credits):</i>	3
COR 338 Spiritual and Scientific Perspectives on the Environment	**
ETH 255 Environmental Ethics	**
HIS/SOC 240 Sustainable Societies: Historical Perspectives	**
MAT 235 Mathematical Modeling	**
Total:	18

THEATRE MINOR

Sponsoring department:

English Department
Molloy Program of Study Code: THAMI

The Theatre Minor offers students the opportunity for concentrated studies through a selection of courses in theatre, historical drama, drama criticism and creative drama.

Required Courses:	Credits
<i>Complete 6 of the following courses:</i>	
COM 122/THA 250 Creative Drama	*
ENG/COM 235 Film and Drama Criticism	*
ENG/COM 311 Shakespeare	*
ENG 341 History of the Theatre	*
ENG 344 Modern and Contemporary Drama	*
ENG 349 English Theatre and Literary Tour	*
ENG 341 History of the Theatre	*
SPA 421 Hispanic Theatre	*
Total:	18

Note: Students may substitute other courses with permission of the Departmental Chairperson. English majors must substitute a Theatre Elective for ENG 311 in consultation with the Departmental Chairperson.

THEOLOGY AND RELIGIOUS STUDIES MINOR

Sponsoring department:

Theology and Religious Studies
Molloy Program of Study Code: TRSMI

Required Courses:	Credits
TRS 100 The Bible	3
<i>Complete any Ethics course taught by TRS faculty (3 credits)</i>	3
<i>Complete either* TRS 221 or TRS 230:</i>	3
TRS 221 The New Testament	*
TRS 230 The Meaning of Jesus	*
<i>Complete additional 3 elective TRS courses (9 credits)</i>	9
Total:	18

WOMEN'S STUDIES MINOR

Sponsoring department:

Siena Women's Center
Molloy Program of Study Code: WSTMI

Required Courses:	Credits
<i>Complete 18 credits from the following:</i>	18
ART 232 Women and Art	*
COM 211 Gender and Communication	*
COR 332 Women in Religion and History	*
CRJ 223 Domestic Violence	*
CRJ 340 Women and Crime	*
HIS 310 Women in American History	*
PHI 280 Women and Philosophy	*
POL 209 Women in Politics	*
PSY 352 Psychology of Women	*
SOC 350 Social Roles of Women and Men	*
Total:	18

WRITING MINOR

Sponsoring department:

English
Molloy Program of Study Code: WRTMI

Required courses:	Credits
ENG 222 Introduction to Linguistics	3
ENG 231 Advanced Composition	3
ENG 232 Creative Writing	3
ENG 350 History of the English Language	3
<i>Complete two* of the following courses:</i>	6
ENG/COM 230 Script Writing for Media	*
ENG/COM 233 Introduction to Newswriting	*
ENG 234 Journalism Practicum	*
ENG/COM 235 Film and Drama Criticism	*
ENG 236 Effective Business Writing	*
ENG/COM 255 Public Relations Writing	*
ENG/COM 301 Feature Writing	*
Total:	18

Course Descriptions

Molloy
College



Course Descriptions Accounting Courses

ACC 150 ACCOUNTING FOR NON-BUSINESS MAJORS

(formerly BUS 150 Financial Literacy for Non-Business Majors; formerly Introduction to Accounting: Language of Business)

This course will introduce the non-business major to financial statements and the basic concepts underlying accounting. The course is designed to enable students to read and understand, rather than prepare, the financial statements and annual reports of public and non-public companies. Topics for discussion include the income statement, balance sheet and statement of cash flows, as well as managerial financial reporting, including budgeting. Emphasis will be placed on the importance of each presentation in today's business environment. For non-business majors only. (Offered Fall) **3 credits**

ACC 171 ACCOUNTING SOFTWARE FOR SMALL TO MEDIUM ENTERPRISES: AND INTRODUCTION TO QUICK BOOKS

(formerly BUS 171)

QuickBooks is one of the most popular, well-designed accounting software programs used in the Small to Medium (SME) size business community today. It is utilized for most financial business processes, including: setting up a company, its preferences and its corresponding chart of accounts, recording transactions with customers and vendors, managing lists, reconciling your bank accounts, analyzing reports and preparing financial statements. In this introduction to QuickBooks class, concepts are presented through hands-on exercises using a case study approach. **1 credit**

ACC 260 ACCOUNTING I

(formerly BUS 160 and BUS 260)

Study of the application of basic accounting principles as they are used in the general accounting cycle, including journal entries, ledgers, trial balances and financial statements. Other topics include the proper recording of: revenue and related costs for service, manufacturing, and merchandising companies, cash, receivables, inventories, fixed and intangible assets, current liabilities including payroll, long term debt and equity. (Offered Fall, Spring) **3 credits**

ACC 261 ACCOUNTING II

(formerly BUS 161 and BUS 261)

A continuation of Accounting I. Topics include financial statement analysis, analysis of cash flows, investments and long term liabilities. The course provides an introduction to managerial accounting concepts and their relevance to business decisions. A study of cost behavior, cost volume profit analysis, budgeting, and cost variance analysis that provides a framework for the meaningful comprehension of managerial accounting. Prerequisite: ACC 260. (Offered Fall, Spring) **3 credits**

ACC 361 FORENSIC ACCOUNTING

(formerly BUS 361)

This course provides an introduction to fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud and examination reporting. Prerequisite: ACC 363. (Offered Fall, Spring) **3 credits**

ACC 362 INTERMEDIATE ACCOUNTING I

(formerly BUS 262; Financial Accounting I and BUS 362)

This course is an in-depth analysis of accounting principles and theory related to the asset side of a corporation's balance sheet. In addition, the course covers current liabilities and long-term debt. Prerequisites: ACC 261. (Offered Fall, Spring) **3 credits**

ACC 363 INTERMEDIATE ACCOUNTING II

(formerly BUS 263; Financial Accounting II and BUS 363)

This course is an in-depth analysis of accounting principles and theory relative to the liability side of a corporation's balance sheet. In addition, the course covers the income statement and the statement of cash flows. Prerequisite: ACC 362. (Offered Fall, Spring) **3 credits**

ACC 364 COST AND MANAGERIAL ACCOUNTING SYSTEMS

(formerly BUS 264 and BUS 364)

Various cost accounting concepts and techniques are studied. Specific topics include detailed analysis of cost behavior, cost volume profit analysis, methods of overhead allocations, detailed cost variance analysis and pricing decisions. Prerequisite: ACC 261. (Offered Fall, Spring) **3 credits**

ACC 366 TAXATION I

(formerly BUS 266 and BUS 366)

A study of the basic principles of federal income taxation as applied to individuals, partnerships and corporations, Social Security, Gift, and Estate Taxes. Consideration will be given to personal income tax returns and their preparation. An analysis of the role of taxation in the development of managerial policies in work organizations. Prerequisite: ACC 261. (Offered Fall, Spring) **3 credits**

ACC 367 TAXATION II

(formerly BUS 267 and BUS 367)

Analysis of Federal and New York State Income Tax laws as they apply to partnerships, corporations and fiduciaries. Prerequisite: ACC 366. (Offered Spring) **3 credits**

ACC 368 ADVANCED ACCOUNTING

(formerly BUS 268 and BUS 368)

A study of the theory of partnership formation, operation and liquidation. Also provides an analytical overview of the accounting problems associated with business combinations and the preparation of financial reports that reflect statements of the American Institute of Certified Public Accountants, the American Accounting Association and the Securities and

Exchange Commission. Prerequisite: ACC 363. (Offered Fall) **3 credits**

ACC 369 AUDITING

(formerly BUS 269 and BUS 369)

Introduction to the Accountant's independent review and evaluation of a client's financial statements. Included in this course will be the discussion of such related factors in current accounting practice as: systems of internal control, record keeping and related testing procedures, ethical, social and political influences of the accounting profession, auditing standards: computer auditing, use of statistical sampling and an analysis of the Sarbanes-Oxley Act as it applies to audits of public companies. Prerequisite: ACC 363. (Offered Spring) **3 credits**

ACC 370 GOVERNMENT AND NOT-FOR-PROFIT ACCOUNTING

(formerly BUS 370)

This course covers fund accounting, budget and control issues, revenue and expense recognition, long term assets and obligations, and other relevant issues in financial reporting for both government and non-profit entities. Prerequisite: ACC 363. (Offered Spring) **3 credits**

ACC 372 COMPUTERIZED ACCOUNTING AND COMPUTER SYSTEMS

(formerly BUS 372)

This course addresses key concepts and trends in accounting information systems technology. Contemporary issues such as ethics and the effect of information technology on business are presented along-side traditional topics such as internal control, accounting cycles, documentation techniques and systems development. Students gain practical experience working with a computerized accounting system. Prerequisite: ACC 260. (Offered Spring) **3 credits**

ACC 491 ACCOUNTING CAPSTONE

(formerly BUS 491 and Accounting Research Seminar)

Writing-Intensive Course

This course integrates/reviews accounting principles, theories and practices. It includes the introduction of contemporary accounting issues and assists students in the correlation of their accounting education to situations that they may encounter as they transition into their professional careers. Using skills developed over their undergraduate careers, students will demonstrate a mastery of accounting, management, finance, marketing and economic theory and employ both written and oral communication skills through the use of individual and/or team presentations. Such presentations shall use quantitative and modeling skills to analyze and evaluate current business problems and issues. Students will integrate a strong ethical thought process into their decision making, employ logical and critical reasoning to action-oriented strategic planning and demonstrate respect for others in the global society. Prerequisite: Senior Standing. (Offered Spring) **3 credits**

Allied Health Sciences Courses

CVT CARDIOVASCULAR TECHNOLOGY

Refer to by subject under CVT courses.

HSL HEALTH SERVICE LEADERSHIP

Refer to by subject under HSL courses.

NMT NUCLEAR MEDICINE TECHNOLOGY

Refer to by subject under NMT courses.

RES RESPIRATORY CARE

Refer to by subject under RES courses.

American Sign Language Courses

ASL 101 BEGINNING AMERICAN SIGN LANGUAGE I

This is an introduction to American Sign Language (ASL): basic vocabulary, grammar, structure and syntax. It is designed for students who have little or no previous knowledge of ASL. Students will focus on mastering the basics of finger-spelling, numbers, colors, facial grammar and sentence structure; students will also learn conversational/cultural behaviors necessary to hold a beginning-level conversation in ASL, with deaf/hard-of-hearing native users of the language. Introductory information about the Deaf Community and Deaf Culture will also be introduced to provide students with a broad picture of language and culture. NOTE: Students who took SLP 275 or SLP 276 should consult with the Chair of the Dept. of Modern Language for placement. Prerequisites: None. (Offered Fall, Spring) Fee-\$40.00. **3 credits**

ASL 102 BEGINNING AMERICAN SIGN LANGUAGE II

This course is a continuation of basic aspects of American Sign Language (ASL) taught in ASL101. Students will continue to focus on fingerspelling, numbers, facial grammar and sentence structure. Students will also further develop the conversational/cultural behaviors necessary to hold a beginning-level conversation. Additional cultural information will be presented as well as to aid student development of awareness and appreciation for the unique linguistic relationship between language and culture among those deaf /hard-of-hearing individuals who use ASL to communicate. NOTE: Students who took SLP 275 or SLP 276 should consult with the Chair of the Dept. of Modern Languages for placement. Prerequisites: ASL101. (Offered Fall, Spring) Fee-\$40.00. **3 credits**

ASL 106 SIGN LANGUAGE LANGUAGES FOR THE HEALTH PROFESSIONALS I

This course focuses on the development of basic communicative proficiency in American Sign Language for health care professionals. In addition to communications skills, students will gain knowledge and understanding of: the causes of deafness; deaf culture; communication strategies to enhance visual communication; and signing with patients who are deaf and have other disabilities such as deaf-blindness. NOTE: Students who took SLP 275 or SLP 276 should consult with the Chair of the Dept. of Modern Languages for placement. Prerequisites: ASL101 and/or ASL 102. Fee-\$40.00. **3 credits**

ASL 201 INTERMEDIATE AMERICAN SIGN LANGUAGE I

Continuation and expansion on concepts and principles of the overview of American Sign Language taught in ASL101 and ASL102. Students continue to learn the basics for communication with deaf individuals; they also learn how to express abstract concepts in ASL. Course includes receptive and expressive readiness activities, sign vocabulary, ASL grammatical structure, receptive and expressive finger spelling, conversational behaviors and various aspects of deaf culture and an introduction to sociolinguistics of ASL. NOTE: Students who took SLP 275 or SLP 276 should consult with the Chair of the Dept. of Modern Languages for placement. Prerequisite: ASL 102. (Offered Fall) Fee-\$40.00. **3 credits**

ASL 215 INTERMEDIATE AMERICAN SIGN LANGUAGE II

Continuation of ASL 201. Students continue to learn the basics for communication with deaf individuals. They also learn the use of formal versus informal sign register; sign variation by region, age, and gender; social factors that give rise to code switching; and political and cultural evolution of the U.S. Deaf community. Course is designed to develop greater fluency in expressive signing, and develop confidence in receptive skills. Prerequisite: ASL 201. (Offered Spring) Fee-\$40.00. **3 credits**

ASL 470 INDEPENDENT STUDY

Independent study is offered in a selected area of interest with Chairperson approval. The student works under the guidance of a faculty member, who must consent to sponsor student prior to approval by the Chairperson. (Offered upon request) **1-3 credits**

Arabic Courses

ARA 101, 102 BEGINNING ARABIC I, II

These are introductory courses that focus on the development of basic communicative competency in Modern Standard Arabic. Students practice speaking, listening, reading and writing skills in Arabic, as well as gain knowledge and understanding of the Arabic speaking world. Particular emphasis is placed on the systematic mastery of vocabulary and conversational skills. ARA 101 is intended for students with no previous experience in the language. ARA 102 is intended for students who have taken ARA 101 or have had some experience with the language. (Offered Fall, Spring) Fee-\$40.00 each course. **3 credits**

ARA 201 BEGINNING ARABIC III

This course is designed to reinforce and expand the necessary skills acquired in previous courses and to achieve the next step towards communicative proficiency. Emphasis is placed on the study of more advanced grammatical structures, vocabulary and idiomatic expressions. Students will read a variety of high interest texts as well as experience videos, music, news broadcasts, etc., that provide models for discussion and writing, and that are a means for understanding the contemporary culture of Arabic countries. Prerequisite: ARA 102. Students are required to complete 1 hour of lab work per week in the Language Resource Center. (Offered upon request) Fee-\$40.00 each course. **3 credits**

Art Courses

ART 101 TWO-DIMENSIONAL DESIGN

The formal structure of design through analysis and development in various media with application to design principles. The history of design will also be explored from the classical through contemporary periods. (Offered Fall, Spring) Studio Fee-\$65.00. **3 credits**

ART 102 DRAWING

Fundamentals of drawing and composition using a variety of materials and subjects. Emphasis on line, value, texture and spatial relationships, as well as a creative approach. Explorations in the history of drawing will include lectures on Michelangelo, DaVinci and others. (Offered Fall, Spring) Studio Fee-\$65.00. **3 credits**

ART 103 THREE-DIMENSIONAL DESIGN

A series of projects dealing with shape, volume, scale and texture will be applied using various materials such as paper, wood and metal as well as construction methods. The history of sculpture will be used to illustrate various projects. (Offered Spring) Studio Fee-\$65.00. **3 credits**

ART 104 COLLAGE/MIXED MEDIA

This course is designed to encourage an exploration and experimentation with various mixed materials. Activities and techniques such as painting, drawing, photography, 3D, digital art, textile and printmaking will be combined with traditional and non-traditional approaches to studio art projects. (Offered Spring) Studio Fee-\$65.00. **3 credits**

ART 111 FIGURE DRAWING

Drawing from the human figure in life and costume and its use in composition will be explored in a variety of media. (Offered Spring) Studio Fee-\$65.00. **3 credits**

ART 113 INTRODUCTION TO PRINTMAKING

This course will explore the fundamentals of basic relief printmaking techniques. Students will be creating woodblock, lino-cut and calligraphic prints. The emphasis will be on the

experimentation of new materials in the process of printmaking. (Offered Spring) Studio Fee-\$65.00. **3 credits**

ART 120 CERAMICS

The basic techniques of clay building will be explored including: coil, slab and the use of the wheel. The use of glazed and unglazed techniques will be shown along with historical examples of ceramics from ancient through contemporary cultures. (Offered Fall, Spring) Studio Fee-\$65.00. **3 credits**

ART 130 FUNDAMENTALS OF PAINTING

This course will provide the student with the basic techniques of painting. Emphasis will be on exploration and experimentation, critiques, art historical approaches and the development of one's own style. (Offered Fall, Spring) Studio Fee-\$65.00. **3 credits**

ART 133 ABSTRACT PAINTING AND CONSTRUCTION

This course has been specifically designed for the novice student, providing an expressive experience for anyone who is looking for an expansive art opportunity. The weekly presentations will introduce two-dimensional abstract painting techniques leading up to bas-relief inspired three-dimensional constructions. The long tradition of dimensional paintings from cave art to the contemporary will be discussed along with new media and techniques, from sculptural materials to paints. Recommended prerequisite: ART 101 or ART 130. (Offered upon request) Studio Fee-\$65.00 **3 credits**

ART 135 HISTORY OF WESTERN ART I: PREHISTORIC TO RENAISSANCE

A general survey of art from prehistoric through the High Renaissance. This course is designed to develop an understanding and appreciation of the visual arts and artists with an emphasis on the origins of well-known styles and eras of Western Art such as Egyptian, Mesopotamian, Greek, Roman and Medieval Art, culminating in the masterpieces of the High Renaissance. Fulfills General Education Art History requirement. Students who have completed ART 129 may not take this course. (Offered Fall) **3 credits**

ART 136 HISTORY OF WESTERN ART II: RENAISSANCE TO MODERNISM

A general survey of art from the Renaissance to contemporary times. This course is designed to develop an understanding and appreciation of the visual arts and artists with an emphasis on the origins of well-known styles and eras of Western Art such as Baroque, Neo-Classical, Impressionism, Expressionism, Cubism, Surrealism, Pop and Contemporary Art. Fulfills General Education Art History requirement. Students who have completed ART 129 may not take this course. (Offered Spring) **3 credits**

ART 157 DIGITAL PHOTOGRAPHY I

Digital Photography I is an introduction to the ideas and skills of digital imaging. Students are instructed in the beginning digital techniques of Adobe Photoshop, using them to create a body of work. The objective of the course is to introduce the technical aspects of digital photography, along with aesthetic concerns,

and to create a portfolio based in digital photography. (Offered Fall, Spring) Lab Fee-\$85.00. **3 credits**

ART 165 INTRODUCTION TO MEDICAL ILLUSTRATION AND ANATOMY

This course is an introduction to medical illustration through artistic anatomy. Students will learn drawing techniques based on the history of medical illustration from the Renaissance to contemporary times. Classwork will include lecture and discussion, the drawing and painting of the human skeleton and muscular system, live models, photo-reference and diagrams. (Offered upon request) Studio Fee-\$45.00. **1 credit**

ART 170 HISTORY AND SOCIAL MEANING OF TATTOOS AND BODY ART

This course will explore the psychology and social meaning of the art of tattoos and body modification in human history. The content will encompass tribal tattoos and rituals from both Non-Western cultures such as New Guinea, Africa and Asian, as well as the western cultural tradition beginning with sailors and jail tattoos, moving to the current social acceptance as a fashion and/or personal art statement. There will be guest lecturers and a planned fieldtrip. NOT applicable to the General Education Art History requirement. (Offered Fall, Spring) **1 credit**

ART 171 HISTORY OF ANIMATION

This course will outline the history of animation from its inception through contemporary achievements in computer/digital motion picture technology. Historical context will be intrinsically linked to the concept of each animation feature length film, film short or documentary screened on a weekly basis. Classics by Walt Disney, Warner Brothers, the Fleisher Brothers, the UPA and Pixar in addition to foreign animation examples (such as Anime) and television classics will be shown and discussed. Fulfills General Education Art History requirement. (Offered Spring) **3 credits**

ART 172 HISTORY OF COMIC BOOKS/GRAPHIC NOVELS

This elective course will cover the history of comic books/graphic novels as a recognized art form of the twentieth century. Beginning with the pre-historic seeds of sequential illustration and moving onto the American comic book of the 1930's, the lectures, presentations and occasional documentaries will provide an overview of the decades following certain movements within the industry and medium. Periods such as the Golden and Silver Ages, Outsider, and Underground comics will be discussed, as well as mainstream offerings of contemporary Marvel, DC comics and Japanese Manga. NOT applicable to the General Education Art History requirement. (Offered Fall) **1 credit**

ART 175 HISTORY OF GRAFFITI

This course will study the art form of graffiti from the 1970's with the works of Keith Haring, Jean-Michel Basquiat, Sane Smith, Futura 2000 and Lady Pink through the contemporary works of Shepard Fairey and Banksy. An exploration of the current, critically acclaimed phenomenon of street art will be explored through its political, sociological and psychological meaning. Possible class trips to various sites around New York City will be



discussed. NOT applicable to the General Education Art History requirement. (Offered Spring) **1 credit**

ART 180 INTRODUCTION TO DIGITAL ART

(formerly Introduction to Computer Graphics)

A basic exploration into the area of digital art encompassing the Adobe Creative Suite software programs of Illustrator and Photoshop through a variety of fine arts, illustration and graphic design projects. The history of computer graphics will be incorporated into class assignments and lectures. (Offered Fall, Spring) Lab Fee-\$85.00. **3 credits**

ART 181 PAINT SYSTEMS I

An introductory course to computer imaging which explores two-dimensional designs by using high-end, current paint software. (Offered upon request) Lab Fee-\$85.00. **3 credits**

ART 182 ADOBE ILLUSTRATOR I

This is an introductory course in utilizing the Adobe Illustrator software program for vector-based pictorial illustration, as well as typography assignments. (Offered upon request) Lab Fee-\$85.00. **3 credits**

ART 183 ADOBE PHOTOSHOP I

A course that introduces the multiplicity of digital manipulation tools within the Adobe Photoshop software program. Projects will encompass the fine arts, illustration and graphic design. (Offered Fall, Spring) Lab Fee-\$85.00. **3 credits**

ART 184 ADOBE INDESIGN I

(formerly QuarkXpress I)

This course will introduce the student to the understanding and utilization of the Adobe InDesign software program through a series of advertising, editorial layout and print production assignments. Recommended prerequisites: ART 101 and one of the following: ART 180, ART 181, ART 182. (Offered upon request) Lab Fee-\$85.00. **3 credits**

ART 195 CAREERS IN GALLERY AND MUSEUM STUDIES

This is an introduction to the various careers in Museum and Gallery Studies, Arts Administration and Arts Management. The course will focus on the types of positions that are available in the New York City art world and what art and business courses should be taken to be job-ready. Resumes and internships in the field will be discussed in conjunction with a complete description of the Molloy College Art Department's Museum and Gallery Studies minor. (Offered upon request) **1 credit**

ART 199 INTRODUCTION TO ART EDUCATION

This elective course will introduce the concepts of creative Visual Arts instruction to students who have yet to commit themselves to the Education credit requirements of a bachelor of science in Visual Arts Education major. The curriculum will summarize the various opportunities of teaching art in diverse environments from the customary K–12 classroom setting contrasted with teaching in non-traditional sites like community centers, hospitals, nursing homes and museums. Classroom lectures and presentations by the professor and a variety of guest art instructors will encompass dynamic art projects created by students of all ages and capabilities. (Offered Fall, Spring) **1 credit**

ART 200 CURRICULUM AND INSTRUCTION IN VISUAL ARTS FOR CHILDHOOD EDUCATION

(formerly Introduction to Art Education)

This course is designed to assist the teacher candidate in developing art methods and a conceptual framework for teaching art to children grades PK-6. After studying the developmental stages of children's perceptual growth, the teacher candidates will design qualitative and creative art lessons and units for diverse populations. Subjects include artistic objectives and media, the integration of the arts into the curriculum, computer art, the museum, the New York State Standards, art history and aesthetics for the elementary school. Prerequisites: EDU 329 and EDU 330. Corequisite: EDU 369. (Offered Fall) **3 credits**

ART 201 CURRICULUM AND INSTRUCTION IN VISUAL ARTS FOR ADOLESCENCE EDUCATION

(formerly Methods of Art Education)

The teacher candidate will study the developmental, socio-cultural, perceptual and cognitive changes that occur during adolescence with a view to how these transformations impact on artistic-aesthetic development. This course will couple the exploration of these theoretical strands with participation in hands-on art projects and processes that are appropriate for diverse (grades 7-12) middle school and high school students. Aesthetics, curriculum design, classroom management and diverse assessment practices will be examined. Integration of technology and the New York State Standards will be studied. Prerequisites: EDU 329 and EDU 330. Corequisite: EDU 369. (Offered Fall) **3 credits**

ART 208 SCULPTURE

The basics of sculpture will be explored with an emphasis on structural principles including mass, form and the use of a multitude of materials. The history of sculpture will be explored from classical through contemporary periods. (Offered Spring) Studio Fee-\$65.00. **3 credits**

ART 214 COLOR THEORY-ADVANCED DESIGN

The use of color theory in exploring the following problems: scale, rhythm, harmony, discord, dominance and subordination, etc. Traditional color, arbitrary color, color field exercises and artists throughout history who have used color effectively will be emphasized. (Offered Fall) Studio Fee-\$65.00. **3 credits**

ART 215 PRINTMAKING II

Further exploration into the art of printmaking with an emphasis on relief printing techniques. Students will be creating woodblock, linocut and calligraphic prints. Prerequisite: ART 113. (Offered upon request) Studio Fee-\$65.00. **3 credits**

ART 220 ANCIENT AND CLASSICAL ART

The study of the history of art from prehistoric through Roman times. Areas explored will include: Mesopotamia, Egypt, Aegean, Greek and Roman art. Fulfills General Education Art History requirement. (Offered upon request) **3 credits**

ART 221H (HONORS) ART AND IDEAS THROUGH HISTORY

(formerly ART 324H)

This course is designed to develop an understanding of art throughout history by exploring its development from prehistoric art to twentieth-century modernism. Philosophical, sociological and political ideals will be used as adjuncts, in connection with other Honors courses, to explain the various styles. Class trips to art venues throughout the area and lectures by artists will be included. Honors students only. Fulfills General Education Art History requirement. (Offered Spring) **3 credits**

ART 222 MEDICAL HUMANITIES THROUGH THE AGES: ART HISTORY AND THE HUMAN CONDITION

This course is an interdisciplinary introduction to the art and material culture of anatomy, mortality, and death from Ancient Egypt to the present, taking into account the history, culture, and practice of both the Western and non-Western world. The content is intended to appeal to undergraduates interested in both art history and a variety of medical careers. In recent years medical humanities has emerged as an important new area of interdisciplinary study, focusing on images and art objects in its enquiry into the culture of medicine while providing insight into the human condition through its interpretations of the human body as a historical perspective on pathos, mortality, burial and death. Fulfills General Education Art History requirement. (Offered Fall, Spring) **3 credits**

ART 223 MEDIEVAL ART

The study of art from Early Christian periods and the Dark Ages through to Byzantine, Romanesque and Gothic periods. Architecture, sculpture and painting will be emphasized. Fulfills General Education Art History requirement. (Offered upon request) **3 credits**

ART 224 RENAISSANCE ART

Painting, sculpture and architecture in Italy and the Low Countries from the 14th to the 16th century. Fulfills General Education Art History requirement. (Offered Fall) **3 credits**

ART 225 BAROQUE AND ROCOCO ART

The study of European art of the 17th and 18th centuries including France, Italy, Spain and the Low Countries. Architecture, painting and sculpture of these periods will be emphasized beginning with the Counter-Reformation. Fulfills General Education Art History requirement. (Offered Spring) **3 credits**

ART 228 MODERN ART

Writing-Intensive Course

The study of European art from the 19th and 20th centuries with emphasis on art historical movements such as Impressionism and Cubism. (Not open to Freshmen without departmental approval) Fulfills General Education Art History requirement. (Offered Fall) **3 credits**

ART 229 ASIAN ART

This course is a survey of art, architecture and crafts of China, Japan, Korea and India from prehistoric times to the present. It will focus on painting, drawing, sculpture, ceramics, architecture, calligraphy, textile and printmaking. The goals of this course are to understand the relationships between art materials, techniques and religion, philosophical beliefs, historical, social, and cultural forces during which works of Asian art were produced. Fulfills General Education Art History requirement. (Offered Spring) **3 credits**

ART 230 AMERICAN ART

The study of American art from the 1620's and colonialism through the 20th century and the rise of the Ashcan School and Abstract Expressionism. Fulfills General Education Art History requirement. (Offered upon request) **3 credits**

ART 231 WATERCOLOR PAINTING

(formerly ART 131)

A study of the technique of the process of watercolor. The use of types of paper and watercolors and gouache will be explored. The work of well-known watercolor artists will be used as examples. Included will be the historical use of water painting. (Offered Spring) Studio Fee-\$65.00. **3 credits**

ART 232 WOMEN AND ART

A study of the contribution of women to the visual arts from the Renaissance to the present. Historical, socio-economic and cultural facts as the impact on women's creativity are examined. Works of "lost" (but once famous) women artists are studied. Contemporary artists who are women are studied in relation to their peers. Fulfills General Education Art History requirement. (Offered Fall) **3 credits**

ART 233 CONTEMPORARY ART

The art after World War II will be explored through class lectures and class trips. Abstract Expressionism, Pop Art, Minimalism through Post Modernism and the Pluralist Era are included. Films on contemporary artists will be integrated into the lectures. Fulfills General Education Art History requirement. (Offered Spring) **3 credits**

ART 234 EXPRESSIONISM, SURREALISM AND REALISM IN ART AND IN THE CINEMA

This course will emphasize the relationship between the Fine Arts eras of German Expressionism, Surrealism and Realism and their correlated film genres in European and American films. Through the screening of important motion pictures (1900 - the present) the lasting influence of these artistic eras on cinematic style and concept will be analyzed and discussed.

Fulfills General Education Art History requirement. (Offered upon request) **3 credits**

ART 236 HISTORY OF PHOTOGRAPHY

The study of the history of photography from the 1800's and the use of various techniques such as the albumen print and the daguerreotype through the 20th century and contemporary use of photograph as an art form. Fulfills General Education Art History requirement. (Offered Spring) **3 credits**

ART 240 ART HISTORICAL THEMES IN THE CINEMA

An investigation of the cinematic treatment of art historical themes. Selected films both documentaries and features will be analyzed and critiqued. Fulfills General Education Art History requirement. (Offered upon request) **3 credits**

ART 241 ART HISTORY OF NON-EUROPEAN CULTURES

This course is a study of non-European Art and will present the contextual development of various cultures outside of the sphere of European influence. Offering a formal study of the visual and decorative arts - painting, sculpture, architecture, utilitarian crafts from Prehistoric Mesopotamia to the 20th century Native American cultures. Fulfills General Education Art History requirement. (Offered Fall) **3 credits**

ART 244 FUNDAMENTALS OF PAINTING II

(formerly Intermediate Oil Painting)

Further exploration in the area of painting using various media. Prerequisite: ART 130 or equivalent. (Offered upon request) Studio Fee-\$65.00. **3 credits**

ART 245 INTRODUCTION TO GRAPHIC DESIGN

This course emphasizes creative and technical ability in graphics and layout techniques. Projects relate to the fields of both advertising and editorial design such as logotypes, poster, packaging graphics and corporate identity programs in traditional and digital media. Recommended prerequisites: ART 101 and one of the following: ART 180 or ART 183. (Offered Spring) Studio Fee \$85.00. **3 credits**

ART 246 TYPOGRAPHY DESIGN

This course is an elective class for those students interested in pursuing Graphic Design as a career. The lessons will encompass the creation of successful logotypes for both editorial (publishing), as well as advertising projects. The assignments will develop the manual and digital technical skills necessary to be successful in the industry. Each project will require the utilization of appropriate, dynamic typographic concepts directed towards a specific business and psychological marketing strategy. Recommended pre/co-requisites (One or more of the following): ART 101, 180, 183, 245, 391. (Offered Fall) Studio Fee-\$85. **3 credits**

ART 248 HISTORY OF ART AND HEALING

This course is designed to provide a historic overview of the arts through the ages, particularly for those students who do not have formal art training. A historic perspective of the role of art in primitive to literate cultures with emphasis on twentieth

century works will be presented and discussed. This course will include an overview of current issues in the field of art therapy. Fulfills General Education Art History requirement. (Offered Fall) **3 credits**

ART 250 INTRODUCTION TO ART THERAPY

The principles and processes of art therapy are explored through a variety of art experiences. The problems encountered in learning to work with persons having emotional or physical handicaps, as well as the mentally retarded and other patient populations, are presented and analyzed. (Offered Spring) Studio Fee-\$65.00. **3 credits**

ART 251 PHOTOGRAPHY II

A course for students with a basic knowledge of the techniques of Digital Photography using the Adobe Photoshop program. Emphasis is placed on the photograph as both a fine print and development of student's individual style. The history of photography will be used as an example in class lectures. Prerequisite: ART 157. (Offered upon request) Studio Fee-\$85.00. **3 credits**

ART 252 DOCUMENTARY PHOTOGRAPHY

An introductory course to the study of non-fiction story-telling through photographs. Through photographic assignments, the viewing of slides, class critiques and the study of the history of documentary photography, students will learn the techniques behind photographic narratives. The use of text will also be explored. Prerequisite: ART 157. (Offered upon request) Studio Fee-\$85.00. **3 credits**

ART 253 MUSEUM STUDIES I

(formerly Introduction to Gallery and Museum Studies)

This course is an introduction to the field of Museum Studies and will explore the basics of the field including the creation, design and execution of exhibitions, the role of the arts administrator, collections management, the creation of press releases, public relations, museum education and installation of exhibitions and the design of invitations. (Offered upon request) **3 credits**

ART 254 PORTRAIT PHOTOGRAPHY

(formerly Portrait Illustration I)

A survey of the techniques employed in photographing people in all types of settings, both formal and informal. Various kinds of illumination will be considered. Prerequisite: ART 157. (Offered upon request) Studio Fee-\$85.00. **3 credits**

ART 265 WEB DESIGN I

(formerly ART 398A)

This course is an introduction to web design. (Offered Upon Request) Studio Fee-\$85.00. **3 credits**

ART 270 FIELD STUDY IN ART: NEW YORK

This course meets off-site at various museums and galleries in the New York City area. Various art movements and periods will be emphasized and current exhibitions will be viewed. Students are responsible for all transportation costs to the city as well as museum entrance fees. Fulfills General Education Art History requirement. (Offered Fall, Spring) **3 credits**

ART 272 ADOBE AFTER EFFECTS I

This course will be an introduction to Adobe After Effects, which is an advanced time-based program that allows the user to animate images, shapes and typography. It is an essential tool in the field of motion graphics and used widely in the creation of advertisements, television, animation and motion pictures, especially in conjunction with other Adobe programs such as Photoshop and Illustrator. Recommended prior course: ART 183. (Offered upon request) Lab Fee-\$85.00. **3 credits**

ART 273 THREE-DIMENSIONAL COMPUTER GRAPHICS AND ANIMATION I

This course is designed to introduce students to the world of 3D computer graphics and motion graphics/animation using the Autodesk Maya Entertainment Creation Suite software package. Projects will include wire frame modeling, character design, rigging, lighting, texture mapping, rendering and other three-dimensional special effects. Recommended pre/co-requisite: ART 180 or 183. (Offered Fall, Spring) Lab Fee-\$85.00. **3 credits**

ART 274 INTERACTIVE MULTIMEDIA DESIGN

(also CIS 274)

Students learn how to manage audio, graphics and interactivity in mobile media applications. While producing real-world apps, students gain valuable insight into production processes for interactive multimedia. Course work involves building prototypes for interactive applications, designing app interfaces and publishing apps for smart phones and tablets. (Offered upon request) Lab Fee-\$85.00. **3 credits**

ART 281 PAINT SYSTEMS II

This course aims to develop the student's creativity through current digital painting software. Prerequisite: ART 181. (Offered upon request) Lab Fee-\$85.00. **3 credits**

ART 282 ADOBE ILLUSTRATOR II

This course utilizes Adobe Illustrator as a professional application tool for layout design. Prerequisite: ART 182. (Offered upon request) Lab Fee-\$85.00. **3 credits**

ART 283 ADOBE PHOTOSHOP II

This course applies an advanced Photoshop's ability to achieve professional level performance in image manipulation. Prerequisite: ART 183. (Offered upon request) Lab Fee-\$85.00. **3 credits**

ART 284 ADOBE INDESIGN II

(formerly QuarkXpress II)

This Desktop Publishing course involves further development of its techniques and their relationship to other digital art software programs to produce camera-ready materials for printing. Prerequisites: ART 184. (Offered upon request) Lab Fee-\$85.00. **3 credits**

ART 289 MULTIMEDIA INSTALLATION

This conceptually based course will integrate video, photography, objects, performance and traditional media (drawing, painting and sculpture) into an environmental

installation. Students are expected to be proficient in these areas and be willing to experiment with the nature of media on both a visual and conceptual level. (Offered upon request) Studio Fee-\$65.00. **3 credits**

ART 296 ART AND ARCHITECTURE OF NORTHERN EUROPE

(formerly Flemish Art and Architecture)

This course will explore Flemish art and architecture from the Medieval, Renaissance, Baroque and Modern periods. (Course includes overseas travel to Brussels, Brugge and Antwerp. (With approval of International Education Office.) Fulfills General Education Art History requirement. (Offered upon request) **3 credits**

ART 302 PHOTOJOURNALISM

(also COM 302, ENG 302)

This course will encompass the study of the art of news reporting through the eye of the camera within an Art Historical context. Projects will include caption writing, public relations releases and coverage of campus activities. Recommended prerequisite: ART 157 or equivalent. (Offered Fall) Fee-\$85.00. **3 credits**

ART 311 ILLUSTRATION I

An in-depth study of the concepts and processes specific to advertising and editorial illustration as a viable commercial art career through the development and articulation of each student's individual illustration style and personal portfolio. The lectures and projects will also encompass the necessary knowledge of print production technology, business marketing and self-promotion to achieve success in the industry as an illustrator. Prerequisites: ART 101 and ART 111. (Offered upon request) Studio Fee-\$65.00. **3 credits**

ART 313 PRINTMAKING III

(formerly Selected Studies in Printmaking)

This course is an advanced printing class for students who have successfully completed both ART 113 and ART 215. This course will emphasize the student's independent study and personal inquiry into various printmaking methods. Prerequisites: ART 113 and ART 215. (Offered upon request) Studio Fee - \$65.00. **3 credits**

ART 331 ILLUSTRATION II

A continuation of ART 311. Prerequisites: ART 101 and ART 111. (Offered upon request) Studio Fee-\$65.00. **3 credits**

ART 345 INTERMEDIATE WATERCOLOR PAINTING

(formerly ART 245)

A continued study in the area of watercolor painting with an emphasis on personal style. Prerequisite: ART 231 or Chairperson approval. (Offered upon request) Studio Fee-\$65.00. **3 credits**

ART 350 ADVANCED PHOTOGRAPHY I

Individual attention is given to the evaluation of each student's work, black-and-white photographic processes and procedures and analysis of subject matter. Interchange leads to completion of projects initiated by each student. The inter-relationship with contemporary image making is emphasized. Prerequisites: ART

157 and ART 251. (Offered upon request) Studio Fee-\$85.00. **3 credits**

ART 351 ADVANCED PHOTOGRAPHY II

Topics selected by students and faculty to reflect their artistic preoccupations or to provide research in particular skills, historical subjects or trends in photography. (Course may be repeated for credit.) Prerequisites: ART 150, ART 251 and ART 350. (Offered upon request) Studio Fee - \$85.00. **3 credits**

ART 354 MUSEUM STUDIES II

(formerly Gallery and Museum Studies II)

This is a continuation of the introductory course, ART 253, and will continue to explore the history of the field of museum studies. Connoisseurship, appraisals, registration methodology, archival methodology and field study at museums and galleries will comprise part of the course. Prerequisite: Art 253. (Offered upon request) **3 credits**

ART 365 WEB DESIGN II

A continuation of ART 265. (Offered Upon Request) Studio Fee-\$85.00. **3 credits**

ART 372 ADOBE AFTER EFFECTS II

This course will be a continuation to ART 272 Adobe After Effects I. Recommended prior course: ART 183. (Offered upon request) Lab Fee-\$85.00. **3 credits**

ART 373 THREE DIMENSIONAL COMPUTER GRAPHICS AND ANIMATION II

This course is a continuation of ART 273. Recommended pre/co-requisite: ART 180 or 183. (Offered Upon Request) Lab Fee-\$85.00. **3 credits**

ART 375 THREE DIMENSIONAL COMPUTER GRAPHICS AND ANIMATION III

A continuation of ART 273 and ART 373. Recommended pre/co-requisite: ART 180 or 183. (Offered upon request) Studio Fee-\$85.00. **3 credits**

ART 376 ADOBE AFTER EFFECTS III

This course will be a continuation to ART 272 and ART 372 Adobe After Effects I and II. Recommended prior course: ART 183. (Offered upon request) Lab Fee-\$85.00. **3 credits**

ART 450 SENIOR THESIS PROJECT

(formerly ART 250; formerly Senior Creative Project)

Writing-Intensive Course

An opportunity to select, explore and carry to completion a major work or body of related works of particular interest to the senior art student, under the guidance of the Chairperson and faculty members of the Art Department. The semester will conclude with the setting-up of the senior group exhibition in Molloy's Kaiser Gallery in the Public Square. Majors only. (Offered Spring) Studio Fee-\$65.00. **3 credits**

ART 460, 461 ART STUDIO INTERNSHIP I AND II

(formerly ART 294, 295; formerly Internship I and II)

The Studio Art Internship provides an opportunity for the student to gain practical paid or unpaid experience as an apprentice with an individual practicing artist (painter, sculptor, photographer, digital artist) or under the supervision in a business or workshop approved by the faculty supervisor. A written report of the experience will be required as well as an evaluation of the student by the artist, workshop or business. Students will spend at least 100 hours at the internship site for each 3 credits of internship. The faculty supervisor will hold a minimum of four periodic conferences with the student, will oversee assignments and will be responsible for the final evaluation of student work. (With approval of advisor.) **3, 3 credits**

ART 462, 463 ART GALLERY INTERNSHIP I AND II

The Art Gallery Internship provides an opportunity for the student to gain practical experience through paid or unpaid apprenticeship at the Molloy College Art Gallery or an art gallery or museum that offers this arrangement and meets the department's approval. It is expected that the student will receive experience in several areas including installation, design, public relations, writing and designing cards, catalog and registration procedures. A written report of the experience will be required as well as an evaluation of the student by the museum or gallery supervisor. Students will spend at least 100 hours at the internship site for each 3 credits of internship. The instructor will hold a minimum of four periodic conferences with the student and will arrange assignments with the gallery or museum involved. (With approval of advisor and Art Gallery Director.) **3, 3 credits**

ART 470A, 470B, 470C INDEPENDENT STUDY: STUDIO ART/ART THEORY

(formerly ART 291)

Advanced work on an individual basis in an art studio or art theory field (or combination of both). Student must present a plan of study and work for approval by the instructor and the Chairperson before permission will be granted. Student must be a Junior or Senior and have an art index of 3.20 to qualify. (Majors only) (Offered upon request.) **1, 2, 3 credits**

ART 471A, 471B, 471C INDEPENDENT STUDY: ART HISTORY

(formerly ART 291)

Advanced work on an individual basis in art history. Student must present a plan of study and work for approval by the instructor and the Chairperson before permission will be granted. Student must be a Junior or Senior and have an art index of 3.20 to qualify. (Majors only) (Offered upon request.) **1, 2, 3 credits**

ART 475 STRATEGIES FOR A SUCCESSFUL ARTS CAREER

(also COM 475, NMD 475, MUS 475)

This course is a comprehensive introduction to essential career building activities in the Visual Arts, New Media, (digital art, music and sound) and Communications. The curriculum will aid in the formulation of a competitive e-portfolio, resume, or CV, that showcases the student's unique skills using dynamic

and emerging technologies. Students will be required to build their resumes in both professional and philanthropic contexts. Students will also apply branding strategies to their name, work, and career goals so as to build a digital presence, acquire available grants, funds and fiscal sponsorship. Networking and accessing Kickstarter sites to supplement individual projects is also required. Pragmatically, the course will also touch on time management, budgets, the legal requirements of setting up a small business, free-lance practices, the benefits of incorporation, joining applicable professional organizations and the possible necessity of balancing a beginning arts career with a "day job." (Offered upon request) **3 credits**

Biology, Chemistry and Environmental Studies Courses

CHE CHEMISTRY

Refer to by subject under CHE courses.

ENV ENVIRONMENTAL STUDIES

Refer to by subject under ENV courses.

ESC EARTH SCIENCE

Refer to by subject under ESC courses.

GEO GEOGRAPHY

Refer to by subject under GEO courses.

PHY PHYSICS

Refer to by subject under PHY courses.

BIO 110 BASIC HUMAN BIOLOGY

A basic treatment of structure and function of the human body based upon biological principles. Credit not allowed toward the major or minor sequence. (Satisfies general education) (Offered Fall, Spring) **3 credits**

BIO 111 LABORATORY HUMAN BIOLOGY

A basic treatment of structure and function of the human body. A companion laboratory course to BIO 110, Basic Human Biology. Prerequisite or Corequisite: BIO 110. Two lab hours per week. (Offered Fall, Spring) Lab Fee-\$75.00. **1 credit**

BIO 112 INTEGRATED BIOLOGICAL SCIENCES

A course designed to study the fundamental scientific principles operative in living things, which include plant, animal and human biology. Credit not applied toward the Biology minor sequence. (Satisfies general education) (Offered Fall, Spring) Lab Fee-\$75.00. **3 credits**

BIO 114 ENVIRONMENT AND HUMAN PHYSIOLOGY

A holistic approach to the human species as affected by global environment. Included are studies of physiological mechanisms under environmental influence. This course fulfills the General Education requirement but does not satisfy as a Major or Minor course in Biology. Prerequisite: BIO 110, 112 or 120, or 126. (Offered upon request) **3 credits**

BIO 120 ANATOMY AND PHYSIOLOGY I

Part I is a comprehensive, in-depth study of the human body encompassing basic concepts of cell structure and function, as well as general histology. An anatomical and physiological approach to each of the following systems is pursued with medical ramifications where applicable — integumentary, skeletal, muscular, reproductive, central and peripheral nervous systems along with basic concepts of development and genetics. A minimum grade of "C+" is required for Nursing. Cardiovascular Technology, Respiratory Care and Nuclear Medicine Technology majors require a grade of "C+" to progress in their respective programs. Three lectures and two lab hours per week. Prerequisite: Minimum SAT Critical Reading Test score of 480 is required to enter this course or completion of ENG 090 or ENG 101 with a "C" or better, as well as high school biology. (Offered Fall, Spring) Lab Fee-\$75.00. **4 credits**

BIO 121 ANATOMY AND PHYSIOLOGY II

Part II Continuation of the in-depth study of the human body initiated in BIO 120. The sense organs and the remaining systems-circulatory, cardiovascular, lymphatic, immunological, respiratory, digestive, excretory, endocrine, and the basic concepts of metabolism and electrolytic balance are included. Minimum grade of "C+" required for Nursing. Cardio-Vascular Technology, Respiratory Care and Nuclear Medicine Technology majors require a grade of "C+" to progress in their respective programs. Three lectures and two lab hours per week. Prerequisite: BIO 120. A grade of "C+" or higher is required of Nursing majors in BIO 120 to progress to BIO 121. Minimum SAT Critical Reading Test score of 480 is required to enter this course or completion of ENG 090 or ENG 101 with a grade of "C" or better. (Offered Fall, Spring) Lab Fee-\$75.00. **4 credits**

BIO 126 GENERAL BIOLOGY I

A study of basic biological mechanisms at the cellular and molecular levels. Covers the organization of cells, cellular energy metabolism, cellular reproduction and genetics. Three lecture hours and three lab hours per week. Prerequisite: Minimum SAT Math Test score of 450 and minimum SAT Critical Reading Test score of 480 is required or completion of ENG 090 or ENG 101 with a grade of "C" or better, as well as high school biology. (Required for Biology Majors) (Offered Fall) Lab Fee-\$75.00. **4 credits**

BIO 127 GENERAL BIOLOGY II

A continuation of BIO 126. Includes basic mechanisms of evolution and biological diversity, principles of organ systems in plants and animals and an introduction to ecology. Three lecture hours and three lab hours per week. Prerequisite: A grade of "C" or better in BIO 126; Minimum SAT Math Test score of 450 and minimum SAT Critical Reading Test score of 480 is required or completion of ENG 090 or ENG 101 with a grade of

"C" or better. (Required for Biology Majors) (Offered Spring) Lab Fee-\$75.00. **4 credits**

BIO 150 ECOLOGY

A study of the relationship between organisms and their environment. Field trips will be required. Two lecture hours and two lab hours per week. Satisfies General Education. General Prerequisite: BIO 110 or 112 or 120 or 126. (Offered Fall) Lab Fee-\$75.00. **3 credits**

BIO 151 MARINE BIOLOGY

A study of marine organisms and their aquatic habitats. Field trips will be required. Two lecture hours and two lab hours per week. Satisfies General Education. General Prerequisite: BIO 110 or 112 or 120 or 126. (Offered Spring) Lab Fee-\$75.00. **3 credits**

BIO 210 HISTORY OF BIOLOGY

An investigation of the sources and development of biological ideas and advances from ancient times. Prerequisite: 1 year BIO 100's. (Offered Alternate Spring) **3 credits**

BIO 220 LABORATORY TECHNIQUES

An introduction to clinical laboratory procedures: hematology, bacteriology, physiology, histology. Training in the use of testing instruments and of audiovisual equipment. One lecture and four lab hours per week. Prerequisite: BIO 245. Lab Fee-\$75.00. (Offered Alternate Fall) **3 credits**

BIO 222 INTERMEDIATE PHYSIOLOGY

A study of vertebrate physiology that details the following systems: Muscular, Cardiovascular, Respiratory, Nervous, Urinary and Reproductive. Attention is given to the integration of biochemical, cellular, tissue and organ functions that characterize the systemic contribution to the physiological state of homeostasis. Prerequisites: BIO 121 or 127 (Offered Fall) **3 credits**

BIO 232 BIOLOGY OF FORENSICS

An introduction to the diverse fields of biology-based forensics. By developing a base of knowledge in these fields, the student will gain a better insight as to the role Biology plays in forensic science. Through introduction of each specialty, the student will also appreciate the interface of overall role each field plays in a successful criminal investigation. **3 credits**

BIO 240 DEVELOPMENTAL BIOLOGY

In this course, we answer the most fundamental question in biology: How does a single cell grow and develop into an organism with different cell types, tissues and organ systems? You will become familiar with the different patterns of development from gametogenesis, fertilization, cleavage, gastrulation, neurulation, and organogenesis. These developmental stages will be examined through different model organism including the sea urchin, *Xenopus*, *Drosophila*, chick and mouse. We will look at cellular mechanisms and pathways central to development, with an emphasis of the RTK and Wnt signaling pathways. Stress is placed upon the morphological development of the three germ layers and

how each contributes to the organ systems in vertebrate development. Prerequisites: BIO 120 and 121 OR BIO 126, 127 and 222. **3 credits**

BIO 242 GENETICS

(formerly BIO 142 and formerly 3 credits)

An in-depth study of variation and heredity, including transmission, cytological and biochemical genetics, with particular emphasis on modern applications. Three lecture and three lab hours. General Prerequisite: BIO 120 or BIO 126. (Offered Spring) Lab Fee-\$75.00. **4 credits**

BIO 245 MICROBIOLOGY

(formerly BIO 145)

A study of groups of microorganisms: bacteria, fungi, algae, protozoa and viruses. Discussion of new ideas in biotechnology. Laboratory techniques of isolation, cultivation and identification emphasizing bacteria. Minimum critical reading SAT test score of 480 is required to enter this course or completion of ENG 090 or ENG 101 with a grade of "C" or better. Three lecture and two lab hours per week. Prerequisites: BIO 127 or permission of Chairperson. Nursing majors must earn a "C+" or higher in BIO 120 to take BIO 245. (Offered Fall, Spring, Summer) Lab Fee-\$75.00. **4 credits**

BIO 247 NUTRITION FOR HEALTH

This theory course examines nutrition as an integral factor in maintaining optimal health. Diets specific to age, ethnicity, culture and religion will be examined. The chemical components of food will be discussed with focus placed on current recommendations for healthy nutrition across the life span. Current research concerning the value of dietary supplements, diet as a component of complementary and alternative medical therapies, barriers to healthy nutritional practices, life style factors and trends will be explored. This is a Level II course for nursing majors. Recommended prior courses for Nursing Majors: BIO 120 and/or CHE 112. Prerequisites for Biology Majors: BIO 126, BIO 127, and/or CHE 132. (Offered Fall, Spring) **2 credits**

BIO 257 SCIENTIFIC RESEARCH TECHNIQUES

Writing-Intensive Course

A study of scientific research tools including utilization of library resources, data collection, statistical interpretation of data and skilled scientific writing. Literature research in BIO 257 is a prerequisite for laboratory research undertaken in BIO 480. Prerequisite: Sophomore or Junior standing for Biology majors and Sophomore standing for Biology Education majors. (Offered Fall) **2 credits**

BIO 280H (HONORS) SCIENTIFIC DISCOVERY AND THE DEVELOPMENT OF THE EMPIRICAL METHOD

(formerly BIO 380H)

The development of scientific investigation and inquiry will be chronicled emphasizing scientific concepts and laws and their impact on history, philosophy and culture of science. Honors students only. (Offered Fall) Lab Fee-\$75.00. **3 credits**

BIO 312 BIOLOGY OF AGING

(also GRN 312; formerly BIO 212; GRN 212)

A study of the effects of the aging process on body structure and function. Attention is given to current theories on aging, retardation of aging and means of maintaining health in the elderly. Prerequisite: BIO 110, 112, 121 or BIO 127 (Offered Spring) **3 credits**

BIO 330 HISTOLOGY AND MICRO TECHNIQUES

(formerly BIO 230)

Basic organization of the tissues of the vertebrate body. Emphasis on derivation and functional activity. Principles and application of tissue preparation and sectioning for microscopic examination included in lecture and laboratory periods. Two lecture and two lab hours per week. Prerequisite: BIO 120, BIO 121 and/or BIO 126, BIO 127. (Offered Fall) Lab Fee-\$75.00. **3 credits**

BIO 340 COMPARATIVE ANATOMY

(formerly BIO 240; formerly Embryology and Comparative Anatomy II)

Includes the historical evaluation and diagnostic characteristics of the Chordates, theories and principles of evolution, taxonomic classification and interrelationships among Chordates. An in-depth comparative anatomical approach to each of the following systems is studied: integumentary, skeletal, muscular, alimentary, respiratory, cardiovascular, lymphatic, urogenital, nervous and endocrine. Two lecture hours and four lab hours per week. Prerequisite: BIO 121 or BIO 222. (Offered Fall) Lab Fee-\$75.00. **4 credits**

BIO 341 EMBRYOLOGY

(formerly BIO 241; formerly Embryology and Comparative Anatomy I)

An embryological study of Chordates from gametogenesis, fertilization, cleavage, gastrulation and neurulation in representative invertebrates, protochordates and vertebrates to a detailed study of mammalian embryogenesis, embryology and placentation. Stress is placed upon the morphological development of each organ system among the vertebrates. Two lecture hours and four lab hours per week. Prerequisite: BIO 121 or BIO 222. (Offered Spring) Lab Fee-\$75.00. **4 credits**

BIO 342 APPLICATIONS IN BIOINFORMATICS

A study of the revolutionary technologies that have brought biology and computer science into the fused or "hybrid" science called bioinformatics. Basic computational algorithms are applied to answer biological questions and explore the rapidly growing fields of genomics and proteomics. Prerequisites: BIO 127 and 242 or permission of the instructor. Two lecture hours and two lab hours per week. Required of all biology majors in the Adolescent and Adolescent Special Education Programs. (Offered Alternate Fall) Lab Fee-\$75.00. **3 credits**

BIO 343 CELL BIOLOGY

(formerly BIO 243; formerly Cell Physiology)

A study of the cell that integrates subcellular structure and function with regulatory mechanisms of cellular activities. Three lecture hours and three laboratory hours per week. Prerequisites:

BIO 222, 242; 2 years of college chemistry required. (Offered Fall) Lab Fee-\$75.00. **4 credits**

BIO 350 ADVANCED MICROBIOLOGY

(formerly BIO 250)

In-depth study of microorganisms with emphasis on virology and medical microbiology. Discussion of current concepts in biotechnology. Laboratory focus on independent identification of bacteria. Two lecture and two lab hours per week. Prerequisite: BIO 245. (Offered Alternate Spring) Lab Fee-\$75.00. **3 credits**

BIO 352 EVOLUTION

A study of evolutionary biology. The range of topics includes the origins of life, genetic drift, selection, speciation and the macro-evolutionary trends in adaptive radiation and extinction. Evolutionary theory is examined in relation to its ability to explain biological complexity and structural anomalies in various taxa including humans. Prerequisites: BIO 127, BIO 242 or permission of the instructor. Required of all biology majors in the Adolescent and Adolescent Special Education Programs. (Offered Alternate Spring) **3 credits**

BIO 354 HUMAN ORIGINS

(also SOC 354; formerly BIO 252, SOC 157, SOC 252, SOC 257)
(Offered Upon Request) **3 credits**

BIO 356 HEMATOLOGY AND IMMUNOLOGY

(formerly BIO 256)

Introduction to hematopoiesis and hemostasis; fundamental study of the immune response: antigens, antibodies and their interactions. Two lecture hours, two laboratory hours per week. Prerequisite: BIO 245. (Offered Alternate Spring) Lab Fee-\$75.00. **3 credits**

BIO 357 NEUROPHARMACOLOGY OF THE BRAIN

This course explores the anatomical, biochemical, physiological and pharmacological aspects of brain function in the normal and pathological states. The major focus of the course is on the action of neurotransmitters, neuromodulators and neurohormones in regulating central nervous system function. Drugs used to treat neurological disorders and their possible mechanism of action are an integral part of the course, as are the effects of substances of abuse. Prerequisites: BIO 120 and 121 or BIO 126, BIO 127 and BIO 222. **3 credits**

BIO 358 ENDOCRINOLOGY

(formerly BIO 258)

A study of the vertebrate endocrine system. Special focus will be on the cellular, biochemical and physiological roles of hormones. Among the endocrine glands and tissues to be studied are the hypothalamus, pituitary, pineal, thymus, thyroid, parathyroid, pancreas, gastrointestinal, adrenals and reproductive structures. Prerequisite: BIO 121 or 222 (Offered Fall) **3 credits**

BIO 359 BIOLOGY OF CANCER

Tumorigenesis is a multistep process driven by genetic and epigenetic changes that occur over time. Although cancer is a heterogeneous disease, many human tumors exhibit similar

acquired physiological features, defined as the "Hallmarks of Cancer." This course will cover the underlying molecular and cellular biology involved in carcinogenesis, tumor growth and metastasis. The implications of the biological findings on cancer prevention, diagnosis and treatment will be covered. Students will also learn about the latest concepts in cancer biology and cancer therapeutics. Prerequisites: BIO 120 and BIO 121 or BIO 126 and BIO 127. **3 credits**

BIO 362 FORENSIC ANALYSIS OF DNA

A study of DNA and its application to the field of forensic science. Topics include the evolution of DNA 'fingerprinting,' the advent of DNA technologies and their advancement in modern applications. Three lecture hours per week. Prerequisite: BIO 127 and 242. (Offered Alternate Springs) **3 credits**

BIO 371 RESTORATION OF THE GULF

This course is intended for undergraduate Biology majors who wish to experience science at work in the post-disaster community through service learning. Scientific and ethical insight and responsibilities will be introduced in relation to environmental disturbances to the ecosystem caused by natural disaster. Students will also be introduced to the humanistic framework of the disaster in order to understand its impact on this special population. Prerequisite: BIO 126, BIO 127. **3 credits**

BIO 372 RESTORATION OF THE LONG ISLAND COAST

This course is intended for students who wish to experience science at work in Long Island communities impacted significantly by Hurricane Sandy through service learning. Scientific and ethical insight and responsibilities will be introduced in relation to environmental disturbances to the ecosystem caused by a natural disaster. Students need to provide their own transportation to the sites. Dates of required activities may change due to weather. **3 credits**

BIO 465, 466 FIELD EXPERIENCE IN BIOLOGY I, II

(formerly BIO 225, 226)

An opportunity for undergraduate students to acquire practical and broadening experiences in off-campus sites: research, hospital, county and private laboratories. Requires designated off-campus hours, adherence to the criteria specified by the cooperating agency, and accountability to the Faculty sponsor and Chairperson of the Department. Completion of the laboratory/clinical regimen scheduled during the Summer antecedes the Fall Semester's or follows the Spring semester's classroom experience. Off-campus placements scheduled during the academic year require permission from the Chairperson. Prerequisite: Approval of Chairperson and the Faculty sponsor. Pass/Fail. (Offered Spring) **3, 3 credits**

BIO 471, 472 INDEPENDENT STUDY

(formerly BIO 291, 292)

Independent study in an area approved by the chairperson for Senior Biology Majors with a minimum index in Biology of 3.0. The student works under the guidance of a member of the biology faculty. Faculty member must consent to sponsor student prior to approval by Departmental Chairperson. (Offered upon request) **1-3 credits**

BIO 480, 481 RESEARCH IN BIOLOGY

(formerly BIO 280, 281)

Biology Majors undertake a research project that entails refining an experimental design, laboratory work, data collection and data analysis. Library research and preliminary experimental design must be completed in BIO 257. Student groups established in BIO 257 will continue to investigate the identified problem or question. Students will be instructed in basic laboratory and research methods during the progression and completion of their research project. Dissemination and defense of scientific results will take place in BIO 493. Research undertaken off-campus will require the prior approval of both a faculty mentor and the Departmental Chairperson. Prerequisites: BIO 257 and Junior standing. BIO 480 is a prerequisite for BIO 481. Lab Fee-\$75.00 each course. **3, 3 credits**

BIO 494 RESEARCH THESIS

(formerly BIO 293: Honors Thesis; BIO 493 Senior Thesis)

Writing-Intensive Course

Biology majors will expand on their reporting skills during a dissemination and defense of their scientific results obtained in BIO 480. This work will be performed independently under the supervision of the faculty mentor from BIO 480. In addition to a final written thesis, students will be required to present their work at a departmental colloquium. Prerequisite: BIO 257 and BIO 480. (Offered Fall) **2 credits**

BIO 497 BIOLOGY SEMINAR

(formerly BIO 270 and BIO 490; formerly BIO 496)

Writing-Intensive Course

A study of a selected topic in science that investigates the reciprocal influence of scientific thought/scientific investigation and contemporary society. The investigation will demonstrate acquired knowledge of specific scientific research, methods and techniques, and critically analyze how such inquiry may raise questions that challenge social or moral standards and potentially reshape the design and direction of science. Required of all students matriculating for B.S. (Biology), B.S. (Adolescent and Childhood Education Programs). Prerequisite: Senior status or approval of Chairperson. (Offered Spring) **2 credits**

Business Law Courses

BLW 240 BUSINESS LAW I

(formerly BUS 140 and BUS 240)

This course provides a general survey of the ethical considerations and legal environment used to make business decisions. Students examine business implications of Constitutional Law, Tort Law, Criminal Law, Intellectual Property Law, Internet Law and Privacy Law. Students study the law of contracts including formation, enforceability and available remedies upon breach. An overview of business organizations including formation, dissolution and a comparison of the liability, taxation and management properties of each is covered. (Offered Fall, Spring) **3 credits**

BLW 241 BUSINESS LAW II

(formerly BUS 141 and BUS 241)

This course is a continuation of Business Law I with an emphasis on the Uniform Commercial Code. Topics covered include Domestic and International Sales and Lease Contracts, Negotiable instruments and the banking system, Insurance, Real Property, Personal Property and Wills Trusts and Estates. This second course of a two-course sequence covers all Business Law CPA Exam subject matter. Prerequisite: BLW 240. (Offered Fall, Spring) **3 credits**

Business Management Courses

ACC ACCOUNTING

Refer to by subject under ACC courses.

BLW BUSINESS LAW

Refer to by subject under BLW courses.

ECO ECONOMICS

Refer to by subject under ECO courses.

FIN FINANCE

Refer to by subject under FIN courses.

MKT MARKETING

Refer to by subject under MKT courses.

BUS 101 INTRODUCTION TO BUSINESS

(formerly ECO 101 and BUS 201)

The course provides an introduction to the world of business and career options in business. Emphasis is on the framework of contemporary business, business ethics, culture and social responsibility, economic challenges facing business, competing in global markets, human resource management, marketing management, managing financial resources and managing technology and information. (Offered Fall, Spring) **3 credits**

BUS 131 THE LANGUAGE OF BUSINESS: AN INTENSIVE INTRODUCTION TO EXCEL

This course offers students the opportunity for an intensive experience to understand Excel functionality and to actively apply the learned skills to genuine business scenarios, including financial analysis, financial modeling and project management. Covered topics include creating and formatting worksheets, graphs and charts. The students will create mathematical equations and exploring Excel "canned" formulas. (Offered Spring) **1 credit**

BUS 145 BUSINESS RELATIONSHIPS

This course is an introduction to executive-based learning

through the use of business presentation, speaking and messaging skills to enhance the ability to deliver PowerPoint presentations, develop the proper form and speaking style that will resonate in business, create positive messages even from negative positions, modeling a problem-solving, can-do attitude for the audience. (Offered Fall) **1 credit**

BUS 146 APPLYING HR KNOWLEDGE - HIRING AND FIRING

Regardless of one's profession, one may find oneself supervising other employees. Inviting a person to join an organization (hiring), as well as, separating an employee (firing), are essential knowledge and skill areas for emerging supervisors. This one-credit course provides the working professional with a focused introduction into this aspect of workplace supervision and the role of the Human Resource Manager. Skill-building is an outcome of this course. The student will gain an understanding of how to create a job description, how to prepare to interview a qualified candidate and to understand how to separate or terminate an employee from the organization. The student will also explore and emerging issue that the Supervisor or Human Resource Manager will be responsible to manage for the organization. (Offered Fall, Spring) **1 credit**

BUS 172 TECHNICAL REPORT WRITING FOR BUSINESS PROFESSIONALS

This course is designed to improve business students' ability to effectively analyze and write concise technical management and financial reports, as required by the accounting, finance, marketing and management professions. Specific focus will be on preparing technical business executive summaries and reports that effectively use graphs, tables and charts. Prerequisites: BUS 101 and ACC 260. (Offered Fall) **1 credit**

BUS 201 PRINCIPLES OF MANAGEMENT

(formerly BUS 301)

Writing-Intensive Course

The study of the fundamental functions of management within corporations. Topics included are: the structure and fundamentals of organizing, planning, leading and controlling. Prerequisite: BUS 101 (Offered Fall, Spring) **3 credits**

BUS 225 UNDERSTANDING FINANCIAL PLANNING PROCESS AND INSURANCE

This course provides the student the basics that will form the foundation of knowledge needed as a working financial service professional. It also serves as a mandatory prerequisite for a student to prepare and apply for the Certified Financial Planner™ Certification Examination. The financial planning process, as well as the legal, ethical and regulatory issues affecting financial planners, and time value money concepts are covered. The course continues with a discussion of the principles of risk management and insurance, allowing the student to identify a client's risk exposure and select appropriate risk management techniques. (Offered Fall) **3 credits**

BUS 231 THE LANGUAGE OF BUSINESS: INTERMEDIATE EXCEL

This course offers students the opportunity to extend their basic knowledge of Excel and to understand advanced Excel

functionality. The students will apply learned skills to genuine business applications, including financial analysis and financial modeling. Topics will include a review of advanced financial formulas (present value, future value, internal rate of return etc.), and an introduction to logical and reference formulas. The student will also delve into how data can be manipulated in Excel. Finally, the student will explore how financial models are created. Prerequisite: BUS 131. **1 credit**

BUS 273 FINANCIAL FUNDAMENTALS FOR NON-BUSINESS MAJORS

This course is designed to equip non-business students with foundational analytical and technical skills in the following financial areas: profit model, time value of money, probability, and statistics. In this course, concepts are presented using hands-on exercises and Excel-based mini case studies. Recommended prerequisites: ACC 260, CIS 105, MAT 115 (Statistics). (Offered Fall) **1 credit**

BUS 303 HUMAN RESOURCES MANAGEMENT

(formerly Management of Human Resources)

Topics in this course include: the social, legal and organizational contexts of human resources decisions; job analysis and human resource planning, recruitment and placement; training and evaluating employees; compensation and benefit plans; and union representation and collective bargaining. Prerequisite: BUS 201. (Offered Fall, Spring) **3 credits**

BUS 304 ORGANIZATIONAL BEHAVIOR

This course introduces students to the study of human behavior in organizations. A multidisciplinary approach is used to understand individual and group behavior. Topics include motivation, group dynamics, communication and leadership. Prerequisite: BUS 201. (Offered Fall, Spring) **3 credits**

BUS 307 SUSTAINABLE BUSINESS

The green business sector is rapidly expanding, led by entrepreneurs who strive to achieve the triple bottom line of "people, planet, and profits." Students will become familiar with the numerous types of "green businesses" that exist today and the many factors driving the increasing adoption of green business practices. The class will also look at corporate social responsibility and examples of green policies from large multinational corporations, and examine how businesses can earn profits without sacrificing the environment or human health. Prerequisite: BUS 201. (Offered Fall) **3 credits**

BUS 308 PROJECT MANAGEMENT

Students will be introduced to the foundations of project management and the role of the project leader. Today's business environment is project-driven. Students must have the needed skills and knowledge to lead a project team, monitor and control project work and to implement needed project changes. Students will learn the project life cycle. Completion of this course satisfies the eligibility prerequisite to sit for the Project Management Professional (PMP) Exam. Prerequisites: BUS 201, CIS 105, MAT 129. (Offered Spring) **3 credits**

BUS 315 ENTREPRENEURSHIP

The course will familiarize students with entrepreneurship. Students will gain familiarity with the concept of entrepreneurship (*What is it?*); an understanding of the key steps to starting a business (*How does it work?*); and the confidence that they can launch a new venture themselves (*I can do it!*). Local entrepreneurs will present their stories and share their first-hand experience in being an entrepreneur. Prerequisite: BUS 101. (Offered Fall, Spring) **3 credits**

BUS 334 INTERNATIONAL BUSINESS

(formerly BUS 234)

The study of international business includes the theories of international trade and investment and the international monetary system. The economic, cultural, political, legal and financial forces impacting business are studied and their effects analyzed. Prerequisites: BUS 101 and ECO 251 or ECO 252. (Offered Fall, Spring) **3 credits**

BUS 343 QUANTITATIVE ANALYSIS FOR BUSINESS APPLICATIONS

This course is designed to equip students with the analytical and technical skills essential for successful decision-making in business. The course will include Excel spreadsheet modeling in the following topic areas; break even analysis, regression, forecasting, stochastic probability, linear programming/optimization and decision analysis. Problem content will focus on operational, financial and economic applications. Prerequisites: CIS 105 and MAT 129, ACC 261 strongly recommended. (Offered Fall, Spring) **3 credits**

BUS 360 COMPUTER INFORMATION SYSTEMS IN BUSINESS

(formerly CIS 250; also CIS 360)

Prerequisites: CIS 102 or 105. (Offered Fall, Spring) Lab Fee-\$75.00. **3 credits**

BUS 371 SOCIAL ENTREPRENEURSHIP ENCOUNTER

(also SWK 371) **2 credits**

BUS 373 UNDERSTANDING INVESTMENT PLANNING

This course surveys a wide variety of investment vehicles that may be included in a client's portfolio, as well as client assessment, tax considerations, economic factors, valuation methods, asset allocation techniques, portfolio performance evaluation and more. Corequisite: BUS 225. **3 credits**

BUS 374 UNDERSTANDING INCOME TAX PLANNING

This course provides the student the basics that will form the foundation of knowledge needed as a working financial service professional. It also serves as a mandatory prerequisite for a student to prepare and apply for the Certified Financial Planner™ Certification Examination. The student will have an in-depth understanding of characteristics, uses and taxation of investment vehicles, understand types of investment risk and describe and quantify investment concepts. Additionally, coursework will cover asset allocation, portfolio diversification, equity and debt value techniques, investment strategies and client assessment. Corequisite: BUS 225. **3 credits**

BUS 375 UNDERSTANDING RETIREMENT PLANNING AND EMPLOYEE BENEFITS

The course covers all the major retirement-related issues. This includes retirement savings need analysis, qualified retirement plan design, social security, Medicare and more. In addition, group life, health and disability insurance; non-qualified deferred compensation; and other commonly provided employee benefits are examined. Corequisite: BUS 225. **3 credits**

BUS 376 UNDERSTANDING ESTATE PLANNING

This course serves as a mandatory prerequisite for a student to prepare and apply for the Certified Financial Planner™ Certification Examination. Estate planning represents 15% of questions on the CFP Exam. The course provides students with an introduction to the process of developing an estate plan and understanding the tax consequences of an estate. Students will gain a working knowledge of estate planning concepts, including how and when estate taxes, gift taxes and generation skipping transfer taxes are applied. Topics will also include the process of transferring property to others during lifetime as well



as through the probate process at death. Corequisite: BUS 225.
3 credits

BUS 460 BUSINESS INTERNSHIP I

(formerly BUS 280 Business Internship)

Professional experience in a business organization under college supervision and the guidance of participating personnel at the place of business. During this experience, the student investigates and discusses in a seminar such topics as goal setting/job analysis, training techniques, conflict resolution and problem solving. To aid the student in evaluating the internship experience, the student keeps a journal to record goals and objectives, thoughts, feelings and evaluation about the business experiences and preparation for the position. The student is required to spend a minimum of 120 hours over the semester working at the internship site. In addition, students must attend weekly class meetings scheduled over the course of the semester. Prerequisite: Permission of Undergraduate Associate Dean. (Offered Fall, Spring) **3 credits**

BUS 461 BUSINESS INTERNSHIP II

(formerly BUS 280 Business Internship)

A continuation of professional experience in a business organization under college supervision and the guidance of participating personnel at the place of business. During this experience, the student investigates and discusses in a seminar such topics as goal setting/job analysis, training techniques, conflict resolution and problem solving. To aid the student in evaluating the internship experience, the student keeps a journal to record goals and objectives, thoughts, feelings and evaluation about the business experiences and preparation for the position. The student is required to spend a minimum of 120 hours over the semester working at the internship site. In addition, students must attend weekly class meetings scheduled over the course of the semester. Prerequisite: Permission of Undergraduate Associate Dean. (Offered Fall, Spring) **3 credits**

BUS 470 INDEPENDENT STUDY

(formerly BUS 291)

Independent study in an area approved by the Associate Dean for students with a minimum index of 3.0. The student works under the guidance of a member of the Business Faculty. Prerequisites: Senior standing and approval of the Associate Dean. (Offered upon request) **1-3 credits**

BUS 484 STRATEGIC MANAGEMENT

(formerly BUS 284)

The study of strategic management concepts as they apply to corporations. Topics include strategy formulation encompassing assessment of a company's strengths, opportunities, competitive threats and long-term objectives. Case studies and simulated exercises will be utilized to develop students' strategic thinking. Prerequisites: BUS 201, FIN 350, MKT 230. (Offered Fall) **3 credits**

BUS 490 MANAGEMENT, MARKETING AND FINANCE CAPSTONE

(formerly Entrepreneurship (Capstone))

Writing-Intensive Course

This is the capstone course that provides an overview of the entrepreneurial process and integrates the learning acquired in other business courses. Students will learn about the entrepreneurial perspective, creating and starting a new venture, as well as financing, managing and growing the venture. Students will be required to get involved with existing businesses to supplement and apply the principles covered in class to real situations. Prerequisite: Senior Standing. (Offered Fall, Spring) **3 credits**

BUS 496 FINANCIAL PLANNING CAPSTONE

This course is a comprehensive, financial plan developmental capstone course that will require students to know, analyze, synthesize and apply all the elements of financial planning through the use of case studies. The steps taken in the financial planning process will be discussed in detail. The purpose of the capstone course is to require the financial planning student to demonstrate the ability to integrate and apply his or her knowledge of financial planning topics. Prerequisites: BUS 373, 374, 375, 376. **3 credits**

GRADUATE-LEVEL COURSE DESCRIPTIONS FOR DUAL-DEGREE ACCOUNTING OR MANAGEMENT PROGRAM STUDENTS ONLY:

BUS 501 MANAGERIAL ACCOUNTING AND REPORTING

See the Molloy College Graduate Catalog for a full course description and any fees. **3 credits**

BUS 510 MARKETING MANAGEMENT

See the Molloy College Graduate Catalog for a full course description and any fees. **3 credits**

BUS 511 ORGANIZATIONAL BEHAVIOR

See the Molloy College Graduate Catalog for a full course description and any fees. **3 credits**

BUS 515 BUSINESS ETHICS

See the Molloy College Graduate Catalog for a full course description and any fees. **3 credits**

BUS 520 FINANCIAL STATEMENT ANALYSIS

See the Molloy College Graduate Catalog for a full course description and any fees. **3 credits**

BUS 521 CORPORATE FINANCIAL MANAGEMENT

See the Molloy College Graduate Catalog for a full course description and any fees. **3 credits**

BUS 585 QUANTITATIVE ANALYSIS SUPPORTING MANAGERIAL DECISIONS

See the Molloy College Graduate Catalog for a full course description and any fees. **3 credits**

Chemistry Courses

CHE 103 CHEMISTRY IN TODAY'S WORLD

A course in the modern cultural and environmental aspect of chemistry. Topics include drugs and medicine, food additives, household products, air, water and noise pollution, pesticides and energy resources. Two lecture hours and one 2-hour lab per week. Satisfies general education. Lab Fee-\$100.00. **3 credits**

CHE 108 FUNDAMENTALS OF CHEMISTRY LAB

This laboratory course is designed to illustrate the basic principles of chemistry as presented in Chemistry 109 and to familiarize students with laboratory techniques and data collection methods. Lab exercises to include measurements, atomic structure, chemical reactions, solution chemistry, nuclear chemistry, acids and bases. To be taken by students majoring in Allied Health Sciences. Two hours per week. Pre/Co-requisite: A passing grade in CHE 109 or its equivalent. (Offered Fall, Spring) **1 credit**

CHE 109 FUNDAMENTALS OF CHEMISTRY

An introduction to the principles of chemistry at their present state of development. Areas looked at include atomic structure, states of matter, chemical bonding, solutions, metric system and acids and bases. (Offered Fall, Spring, Intersession and Summer) **1 credit**

CHE 110 COLLEGE CHEMISTRY I

An examination of the basic principles of general chemistry. Areas of concentration include systems of measurement, atomic structure, chemical bonding, chemical reactions, nuclear reactions, gasses, solutions and acids and bases. Prerequisites: High school chemistry or college chemistry courses. SAT Math score above 450 and/or passed Regents I and II. **3 credits**

CHE 112 ORGANIC AND BIOLOGICAL CHEMISTRY

A survey of organic and biological chemistry with emphasis on the reactions of the major classes of organic compounds and their role in physiological processes. Three lecture hours and one 2-hour lab per week. Prerequisite: high school chemistry within the past 3 years, and/or CHE 109. Minimum SAT Critical Reading Test Score of 480 is required to enter the course or completion of ENG 090 or ENG 101 with a "C" or better. (Offered Fall, Spring, Summer) Lab Fee-\$100.00. **4 credits**

CHE 113 ORGANIC AND BIOLOGICAL CHEMISTRY FOR ALLIED HEALTH

A survey of organic and biological chemistry for Allied Health majors. Three lecture hours per week. Prerequisite: high school chemistry within the past 5 years or college chemistry courses. Satisfies General Education. **3 credits**

CHE 132 INORGANIC CHEMISTRY I

Fundamental principles of modern inorganic chemistry. Includes atomic and molecular structure; bonding; solids, liquids and gases; solutions; periodic relationships of the

elements. Three lecture hours and one 2-hour lab per week. Prerequisite: high school chemistry within the past 3 years or college chemistry courses. SAT MATH scores above 450 and/or passed Regents Courses I and II; SAT Reading score of 480. Satisfies general education. (Offered Fall) Lab Fee-\$100.00. **4 credits**

CHE 133 INORGANIC CHEMISTRY II

A more advanced approach to the theory of inorganic reactions and structure. Particular emphasis on thermodynamics and kinetics, chemical equilibrium applications, electrochemistry and redox reactions, nuclear chemistry. Four lecture hours and one 3-hour lab per week. Prerequisite: A passing grade in CHE 132 or its equivalent; SAT MATH scores above 450 and/or passed Regents Courses I and II; SAT Reading score of 480. Satisfies general education. (Offered Spring) Lab Fee-\$90.00. **5 credits**

CHE 140 CHEMISTRY OF "BREAKING BAD"

The tale of Walter White, high-school chemistry teacher turned meth kingpin unfolded in the hit AMC drama "Breaking Bad". Although it wasn't always flawlessly accurate, it remained grounded in the basic principles of chemistry. In this course, students will view some of the episodes of the series and learn about the chemistry detailed in the episode. **2 credits**

CHE 200 ORGANIC CHEMISTRY I

A survey of aliphatic and aromatic carbon compounds; relationships of structure and reactions. Three lecture hours and one 2-hour lab per week. Prerequisite: A passing grade in CHE 132 and CHE 133 or CHE 132 and CHE 133 or an equivalent transfer course. (Offered Fall) Lab Fee-\$100.00. **4 credits**

CHE 201 ORGANIC CHEMISTRY II

Continuation of the study of classes of organic compounds. Emphasis on reaction mechanisms, applications of spectroscopy and syntheses. Three lecture hours and one 4-hour lab per week. Prerequisite: A passing grade in CHE 200. (Offered Spring) Lab Fee-\$90.00. **5 credits**

CHE 320 BIOCHEMISTRY

(formerly CHE 220)

A study of the chemical and metabolic significance of the constituents of living matter, and the energy changes associated with their biological transformations. Three lecture hours and one 3-hour lab per week. Prerequisite: CHE 200. (Offered Spring) Lab Fee-\$75.00. **4 credits**

CHE 350 ANALYTICAL CHEMISTRY

(formerly Environmental Chemistry CHE 250 or 350)

The separation, identification and determination of components in inorganic and organic samples. The students will learn preparation techniques, methods of application, data analysis and report writing. One and a half hour (1 1/2) theory and three hour (3) of laboratory session per week. **3 credits**

CHE 470 INDEPENDENT STUDY

(formerly CHE 291)

Advanced work on an individual basis under the direction of a

departmental member. Prerequisite: Approval of Department Chairperson of plan of study. (Offered upon request) **1-3 credits**

Chinese Courses

CHI 101, 102 BEGINNING MANDARIN CHINESE I, II

These are introductory courses that focus on the development of communicative competency in modern spoken and written Chinese. These courses afford students the opportunities to practice speaking, listening, reading and writing skills in Chinese, as well as to gain knowledge and understanding of the culture. Tones, standard accents and pronunciation are stressed at the early stage. Particular emphasis is placed on the systematic mastery of vocabulary and conversational skills. CHI 101 is intended for students with little or no previous experience in the language. CHI 102 is intended for students who have taken CHI 101 or 3 or more years of Chinese at the secondary level. (Offered Fall, Spring) Fee-\$40.00 each course. **3 credits**

CHI 201 BEGINNING MANDARIN CHINESE III

This course is designed to reinforce and expand the necessary skills acquired in previous courses and to achieve the next step towards communicative proficiency. Emphasis is placed on the study of more advanced grammatical structures, vocabulary and idiomatic expressions. Students will read a variety of high interest texts as well as experience videos, music, news broadcasts, etc., that provide models for discussion and writing, and that are a means for understanding the contemporary culture of Chinese countries. Prerequisite: CHI 102. (Offered upon request) Fee-\$40.00 each course. **3 credits**

CIS - Computer Information Systems Courses

CIS 100 COMPUTER SYSTEM INTRODUCTION

(also CSC 100)
(Offered Fall) Lab -Fee\$75.00. **3 credits**

CIS 102 COMPUTER APPLICATIONS AND CIS

(also CSC 102; formerly Computer Applications; equivalent to CIS 105)

Students will gain mastery of the use of personal computer operating system software and applications, such as word processing, spreadsheets, presentation software and database management software. This is a hands-on course in which the students will develop projects in each of these areas of office automation. The software used is Microsoft Office Suite, including Word, Excel, PowerPoint and Access in a Windows environment. This course covers material also taught in CIS 105 and will be noted as a repeat for students who have transferred or already completed CIS 105. (Offered Fall, Spring) Lab Fee-\$75.00. **3 credits**

CIS 103 VISUAL PROGRAMMING

(also CSC 103; formerly Visual Basic-Object Oriented Programming I)
(Offered Spring) Lab Fee-\$75.00. **3 credits**

CIS 104 MATHEMATICAL ANALYSIS USING MICROSOFT

(also CSC 104)
The application of Microsoft Excel for statistical analysis and decision making. This is a hands-on course where the students will learn and use advanced features in Excel for data analysis, forecasting and optimization. Prerequisites: Three years of high school math (Math A or B) and CIS 102 or working knowledge of Excel with department approval. (Offered upon request) Lab Fee-\$75.00. **1 credits**

CIS 105 COMPUTER APPLICATIONS FOR BUSINESS

(equivalent to CIS/CSC 102)
This course provides business students with in-depth, hands-on experience in the use of spreadsheet software for corporations. The student will be taught to use Excel in a wide range of business applications, including producing financial reports, managing budgets, forecasting demand and supporting management decision-making. Knowledge of PowerPoint will be used to develop professional presentations. The software used is the Microsoft Office Suite components of Excel and PowerPoint. This course covers material also taught in CIS 102 and will be noted as a repeat for students who have transferred or already completed CIS 102. (Offered Fall, Spring) Lab Fee-\$75.00 **3 credits**

CIS 112 INTRODUCTION TO WEB DESIGN AND DEVELOPMENT

(also ECO 112; formerly Web Applications: CIS and Electronic Commerce)

Students will learn to create and design web pages using markup and style sheet languages such as HTML and CSS. Topics include selectors, inheritance, the box model, tables, page flow, forms, page validation, media, methods for creating multicolumn layouts along with the tradeoffs between them and the fundamentals of responsive web design. Students will also be introduced to various online tools that assist in web page creation and publishing. Throughout the course, there will be an emphasis on the separation of structure and presentation and code readability and maintainability. At the conclusion, students will create their own websites that adhere to the principles and guidelines taught throughout the course. (Offered Spring) Lab Fee-\$75.00. **3 credits**

CIS 224 INTRODUCTION TO DATABASE MANAGEMENT

(formerly CIS 124)
Through mastery of a database management system, students will explore the effective management and utilization of data. Topics of database theory will be introduced in conjunction with the specific capabilities of the software. (Offered Fall) Lab Fee-\$75.00. **3 credits**

CIS 235 INTRODUCTION TO WEB SCRIPTING

(also CSC 235; formerly CIS 135; formerly Java-Object Oriented Programming)

An introduction to programming through the use of a web

scripting language, such as JavaScript. Topics include variables, functions, conditional statements, loops, arrays, objects and event handling. Students will also learn about the Document Object Model and how to manipulate it to make interactive web pages. The course culminates in the creation of a fully functional graphical web application game. (Offered Fall) Lab Fee-\$75.00. **3 credits**

CIS 255 COMPUTER ETHICS AND SECURITY

(formerly CIS 155)

A study of ethical, social and legal issues in computer technology and methods used to protect security. Questions deal with privacy, piracy, viruses, intellectual property, identity theft, cybercrime, security of electronic transactions and reliability of programs essential to safety. Lab Fee-\$75.00. **3 credits**

CIS 274 INTERACTIVE MULTIMEDIA DESIGN

(also ART 274) Lab Fee-\$75.00. **3 credits**

CIS 318 SYSTEMS ANALYSIS AND DESIGN

(formerly Analysis and Logical Design of an Information System)

The concepts and tools for the analysis and design of information systems in business are presented. The focus is on structured analysis and design techniques using the ideas of logical data flow diagrams, extended entity-relationship models, user interface prototypes and process diagrams. The Systems Development Life Cycle, prototyping, feasibility studies and CASE tools are incorporated. Prerequisite: CIS 224. Lab Fee-\$75.00. **3 credits**

CIS 326 ADVANCED DATABASE MANAGEMENT

(formerly CIS 226)

Advanced theory of database management and applied database management. Students will design and implement corporate databases using SQL. Prerequisite: CIS 224. (Offered upon request) Lab Fee-\$75.00. **3 credits**

CIS 339 NETWORKS I-LOCAL AREA NETWORKS

(formerly CIS 239)

Students will study the design, construction and management of local area networks. Topics covered will include: networking standards and the OSI model, network protocols, network media, physical and logical topologies including Ethernet, connectivity hardware including hubs, bridges, switches and routers and troubleshooting and maintaining local area networks. Lab Fee-\$75.00. **3 credits**

CIS 340 NETWORKS II-WIDE AREA NETWORKS

(formerly CIS 240)

Students will study the design, construction and management of wide area networks. This will include physical and logical topologies, network hardware, network operating systems, protocols and client/server and cloud architecture. Prerequisite: CIS 339. Lab Fee-\$75.00. **3 credits**

CIS 360 COMPUTER INFORMATION SYSTEMS IN BUSINESS

(formerly CIS 250; also BUS 360)

Writing-Intensive Course

This course examines the use of computer-based information systems in large, typically global corporations, to support the information needs of all levels of the organization. Students learn about the hardware and application software architecture, the organization issues, the system development processes and the decision support tools used in industry. The role of Information Technology in the corporation's strategic plans and in providing a competitive advantage is studied. Prerequisites: CIS 102 or 105. (Offered Fall, Spring) Lab Fee-\$75.00. **3 credits**

CIS 460-461 INTERNSHIP I, II

(formerly CIS 260-261)

A protracted field experience offering theory-practice opportunity in an area of Computer Information Systems. Activities will be supervised by participating personnel at place of business. Course requires a minimum of four one-hour and twenty-five minute class meetings with a faculty sponsor, a satisfactory rating by field supervisor and a minimum of 100 hours in the field for 3 credits. Prerequisites: Junior or senior status and at least 12 completed CIS credits. (Offered upon request) **3, 3 credits**

CIS 470 INDEPENDENT STUDY

Advanced work on an individual basis in the area of computer information systems under the guidance of a member of the CIS faculty. Studies commensurate with accomplishment. This course may be repeated for credit. **1-3 credits**

CIS 491 CIS CAPSTONE SEMINAR

Writing-Intensive Course

Students will organize and operate as IS teams to complete the design and implementation of a significant information system. Project management of the IS function and systems integration will be components of the project experience. Prerequisite: All other required CIS courses; senior status. (Offered Spring) Lab Fee-\$75.00. **3 credits**

Communications Courses

COM 110 EXPERIENCES IN COMMUNICATION

An introductory course designed to acquaint students with basic theories in verbal communication, nonverbal communication, and advertising. Students will develop their communication skills through group discussion, oral presentations, and an analysis of ads in print media. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall, Spring) **3 credits**

COM 114 GROUP DISCUSSION

(formerly Small Group Discussion)

This course explores the cultural, psychological, and semantic aspects of group discussion. Areas of study include group dynamics, team building, and cooperative decision making. Participants will develop their skills in research, group work, and

oral presentations. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall, Spring) **3 credits**

COM 117 EXPERIENCES IN MEDIA LITERACY

This course is an introduction to media analysis. Students will learn to 'read' media texts (films, television, websites) through the formal elements and language particular to media. Topics for film and television include camera, sound, mise-en-scene and genres. Website analysis focuses on the elements that make up web pages (video, still images, audio, text, graphics). Student assignments emphasize oral presentations. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall, Spring) **3 credits**

COM 120 ORAL INTERPRETATION OF CHILDREN'S LITERATURE

(formerly COM 152)

Study of representative types of literature for children including the picture book, folk literature, modern tales and poetry. Practice in communicating this literature through storytelling and other forms of interpretation. A significant portion (at least 50%) is formal oral presentation work. Meets the Speech Communication General Education requirement for Childhood Education majors only. This is a Communications Speech General Education course. (Offered Spring) **3 credits**

COM 122 CREATIVE DRAMA

(formerly COM 156)

Development of poise and self-confidence through participation in pantomime, improvisation and exercises to expand creativity in expression and movement. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall) **3 credits**

COM 131 UNDERSTANDING SOCIAL MEDIA

The course covers the emerging trend of social media. Students will learn about different forms of social media (Facebook, Twitter, YouTube, etc.), how they are used, the social and ethical issues they raise and the ways they are altering our culture. **1 credit**

COM 210 PUBLIC SPEAKING

(formerly COM 112)

Experience in the preparation, design, and delivery of oral presentations, including an understanding of audiences and settings. Attention will be given to techniques of informative and persuasive speeches. Emphasis on the development of professional presentation and speaking skills. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall, Spring) **3 credits**

COM 211 GENDER AND COMMUNICATION

(formerly COM 138 Women and Communication)

Study of the complex ways in which communication, gender and culture interact. Exploration of the ways gender is socially constructed and how one's verbal, nonverbal and

mediated communication affirms or challenges prevailing gender standards. Students will participate in research and oral presentations on gender-related topics. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall, Spring) **3 credits**

COM 213 INTERCULTURAL COMMUNICATION

(formerly COM 314)

An exploration of global and national multiculturalism, focusing especially on communication processes. Designed to give students the knowledge to become effective communicators with people from diverse international cultures and American co-cultures. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall, Spring) **3 credits**

COM 222 MEDIA, CULTURE AND SOCIETY

(also SOC 222) **3 credits**

COM 224 CONFLICT AND COMMUNICATION

(formerly Conflict Resolution)

This course provides the opportunity for students to examine conflict in everyday life, with a particular focus on the role that communication plays in the development and management of conflict situations. The course covers the primary literature on conflict and communication: definitions and concepts, power, causes and development of conflict in interpersonal, organizational and intercultural settings, with some attention to conflict management strategies. However, the course will primarily focus on the application of theory to conflict in the everyday lives of people. Students will identify a specific area of organizational or other life situation in which they encounter conflict and toward which they would prefer to direct their own research and application. **3 credits**

COM 225 FAMILY COMMUNICATION

An introduction to communication phenomena in the setting of the family. The goal is to understand how we develop, maintain, enhance or disturb family relationships through communication. The course covers verbal and nonverbal skills as they apply to family communication. (Offered Spring) **3 credits**

COM 228 WRITING FOR THE WEB

(now listed as NMD 228/ENG 228)

COM 229 EXPERIENCES IN CORPORATE COMMUNICATIONS

This introductory course examines important corporate communication areas, such as internal and external forms of communication, and considers the ways in which mass media and new technology have influenced how we communicate. In addition, particular emphasis is focused on the development of writing, speaking, interpersonal, team and leadership skills. A significant portion (at least 50%) is formal oral presentation work. Meets the Speech Communication Speech General Education requirement for students in Business programs of study only. (Offered Fall, Spring) **3 credits**

COM 230 SCRIPTWRITING FOR MEDIA

(also ENG 230; formerly COM 130; formerly *Script Writing for Broadcast and Telecast* and formerly *Script Writing for Television and Radio*)

Writing-Intensive Course

A course that introduces the process of writing basic scripts for television and the web, including public service announcements, webisodes and TV fiction. The course covers script format, structure, characters, action and dialog. (Offered Fall, Spring) **3 credits**

COM 231 ONLINE BRANDING

An introduction to branding that will showcase a student's skills, expertise and accomplishments through the web. Students will begin creating their "individual brand" by writing a cover letter and resume, developing strategies for their social media sites and organizing content for potential employers. Students work together and independently to promote their "brand" over particular channels. (Offered Fall) **3 credits**

COM 232 PROFESSIONAL CONTENT DEVELOPMENT

A course for students to learn diverse media techniques, tools and platforms. All technologies will be examined to incorporate into professional and organizational projects. Students will create multimedia content and place in a portfolio to distribute over the web to reach potential clients. Procedures into maintaining and administering online products will also be evaluated. **3 credits**

COM 233 INTRODUCTION TO NEWS WRITING

(also ENG 233; formerly COM 133) **3 credits**

COM 234 JOURNALISM PRACTICUM

(also ENG 234; formerly COM 134; formerly *Journalistic Practicum*) **3 credits**

COM 235 FILM AND DRAMA CRITICISM

(also ENG 235; formerly COM 135) **1-3 credits**

COM 237 RHETORIC: THE ART OF PERSUASION

(also PHI 237; formerly PHI 342) **3 credits**

COM 239 PUBLIC SPEAKING FOR BUSINESS

This course will develop students' public speaking and presentation skills for business. The course emphasizes elements of a good speech, key message development and effective communication in a crisis situation. (Offered Fall, Spring) **1 credit**

COM 240 AUDIENCES AND THE MUSIC INDUSTRY

(also MUS 240)

This course will study how audiences engage with the social, political and business practices of the contemporary recording industries, an increasingly significant aspect of media corporations. Attention will be given not only to major industry giants but also to alternative production and digital distribution models such as iTunes, Spotify and Pandora. (Offered Spring) **3 credits**

COM 242 TELEVISION PRODUCTION FOR NON-MAJORS

An introductory course designed specifically for non-communications majors. An overview of television production combining elements of the studio/control room and location production in the field. Students will become familiar with the entire TV/video process from scripting and shooting through editing. **3 credits**

COM 243 INTRODUCTION TO NEW MEDIA

(also ENG 226/NMD 243) **3 credits**

COM 244 ONLINE CONTENT PRODUCTION

(now listed as NMD 244)

COM 246 CIVIC ENGAGEMENT WITH NEW MEDIA

(now listed as NMD 246)

COM 247 SPORTS COMMUNICATION

Students will examine the relationship between sports and media (print, online, radio, television and film). Key issues include sports and violence (on and off the field), gender participation and gender neutrality in coverage, as well as economic and political considerations. **1 credit**

COM 248 ONLINE JOURNALISM

(also ENG 258)

An introduction to the rapidly growing field of online journalism. A hands-on course that utilizes standard journalism techniques for research and storytelling, adapting these for the web while also considering legal and ethical aspects of the profession. Storytelling for the web, online news, web layout and other techniques of the online journalist will be covered. (Offered Spring) **3 credits**

COM 252 TELEVISION STUDIO PRODUCTION

(formerly COM 153 and 163; formerly *Television Production Workshop*)

A course in basic television production techniques in the studio and the control room. Hands-on study of high-definition TV multi-camera production, studio audio and lighting techniques, "live" editing and creating graphics. Practice in directing and performance. (Offered Fall) Lab Fee-\$75.00. **3 credits**

COM 254 PUBLIC RELATIONS

(formerly COM 118 and 155; formerly *Basic Public Relations*)

Comprehensive study of public relations including identifying and researching internal and external publics, dealing with print and electronic media and direct mail. The course emphasizes the basic skills of the public relations field and analyzes aspects of public opinion. Students design a public relations campaign for an existing company. (Offered Fall) **3 credits**

COM 255 PUBLIC RELATIONS WRITING

(also ENG 237; formerly COM 218)

Writing-Intensive Course

This course explores approaches and techniques for conducting research and writing within the public relations context. Components include: journalistic research, copy-writing,

research and writing for broadcast, web research and writing for the web. The course focuses on writing skills, attention to one's audience and how professionals deal with issues ethically. (Offered Spring) **3 credits**

COM 256 FIELD PRODUCTION

Location shooting using portable field equipment. Students will become familiar with digital single-camera techniques, location audio, producing and directing, as well as digital editing processes. Assignments include the completion of several short video projects. (Offered Fall) **3 credits**

COM 257 EVENT PLANNING

The course will explore the skills needed to successfully create, plan, and implement events as well as learn how to manage staff and staffing problems. Topics will also include risk management, financial control, and successful event evaluation. **1 credit**

COM 259 INTRODUCTION TO ADVERTISING

An exploration of advertising design in a free-market economy and its effects on society. Students consider the history of advertising, as well as current practices and techniques, from both a theoretical and practical perspective. Students are introduced to the organization of advertising professions and processes from the perspective of consumers, market research, media planning, concept of campaign creation, measuring advertising effectiveness and budgeting. (Offered Fall) **3 credits**

COM 260 RESEARCH IN COMMUNICATIONS

An introduction to scholarly research in the field of communications. Students will search for, carefully read and provide detailed written summaries of journal articles. They will also learn how to create a properly formatted works cited page. Assignments include writing research papers, with multiple drafts, based on scholarly articles. (Offered Spring) **3 credits**

COM 261 MEDIA IN THE TWENTY-FIRST CENTURY

This course is a companion to COM 355 History of Media. Media in the twenty-first Century examines the historical background and impact of more recent technologies. Specifically, this course will examine how different types of mass media, such as the television, phone and Internet, have been augmented in ways that were unanticipated fifty years ago. The class will look at the development of recent media and tech industries that are helping shape our mediated world. (Offered Fall) **3 credits**

COM 262 SOCIAL MEDIA

The course covers the emerging trend of social media. Students will learn about different forms of social media (Facebook, Twitter, YouTube, etc.), how they are used, the social and ethical issues they raise and the ways they are altering our culture. Students are assigned various individual presentation along with team debates. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Fall, Spring) **3 credits**

COM 301 FEATURE WRITING

(also ENG 301; formerly COM 201; formerly Advanced Newswriting)
Prerequisite: COM/ENG 233. **3 credits**

COM 302 PHOTO JOURNALISM

(also ART 302, ENG 302; formerly COM 202)
Lab Fee-\$75.00. **3 credits**

COM 309 HISTORY OF DIGITAL MEDIA

(now listed as NMD 309)

COM 311 SHAKESPEARE

(also ENG 311; formerly COM 211) **3 credits**

COM 313 INTERPERSONAL COMMUNICATIONS

(formerly COM 113)

The course focuses on the development of the interpersonal communication skills necessary for building and maintaining positive relationships in both a personal and professional environment. Topics of study include an orientation to interpersonal communication, verbal and non-verbal communication in career and personal relationships, perception of self and others, listening, managing conflict, response skills, cultural and gender considerations, characteristics of leadership and effective work groups and job interviewing. Students will study various theories and practice skill development. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Spring) **3 credits**

COM 315 ORGANIZATIONAL COMMUNICATIONS

Analysis of how organizations are produced and affected by communication. An in-depth examination and application of theories, contemporary perspectives and research in the fields of organizational communication. Topics include organizational structures and cultures, socialization, decision making, diversity, stress, burnout, technology processes and leadership. Designed for students interested in business, human services, education administration and other professional settings. (Offered Fall) **3 credits**

COM 330 ADVANCED SCRIPTWRITING FOR MEDIA

(also ENG 330)

Further development of students' creative writing skills. In contrast to the overview provided in COM 230, students will focus on developing and completing a half-hour television or web series. Prerequisite: COM 230. (Offered Spring, Every Other Year) **3 credits**

COM 331 ONLINE ADVERTISING

An understanding of the many uses of online outlets in the contemporary advertising fields. The course emphasizes the application of advertising concepts and methodology for web-based platforms, including audiences, demographics, layout, media placement, etc. Students design and implement advertising campaigns in an interactive educational format. (Offered Fall) **3 credits**

COM 332 ADVANCED ONLINE ADVERTISING AND ANALYTICS

This is a course designed to give students an opportunity to gain an advanced understanding of advertising and

promotional practices. The focus of this course is on decision-making using multiple mass communication strategies. The course will cover campaigns, not the construction of a single advertisement. Students will use advertising strategies and tactics to understand the consumer and audience analytics being used in most contemporary workplaces. **3 credits**

COM 333 VIDEO FOR WEBSITES

A course in understanding the methods media and professional organizations utilize when producing videos for the web. Students will become familiar with the types of videos public relations and advertising organizations post on their websites. Series developed for internet video on-demand services will also be explored. Assignments will include the completion of several projects including promotional videos and an episodic web series. (Offered Fall) **3 credits**

COM 338 GIF MAKING

(also NMD 338) **1 credit**

COM 345 BROADWAY AND BEYOND

(also ENG 345; formerly COM 245) **3 credits**

COM 349 ENGLISH THEATRE AND LITERARY TOUR

(also ENG 349; formerly COM 249) **3 credits**

COM 351 ADVANCED PUBLIC RELATIONS

Students research, develop and implement persuasive and promotional campaign strategies appropriate to corporate, governmental and non-profit organizations. This advanced course is designed for those who desire specialized skills in public relations and promotional communication. Emphasis is placed on tactics such as investor relations and employee communications. Prerequisite: COM 254, 255 or 357. (Offered Spring) **3 credits**

COM 352 ADVANCED TELEVISION PRODUCTION

(formerly COM 253; formerly Advanced Television Production Workshop)

A continuation of COM 252 and COM 256, with emphasis on how high-definition video sequences are constructed from scripting and shooting through editing and post production. Includes greater stress on audio (audio board, microphones, digital recording and mixing) and lighting techniques for both studio and field production. Digital postproduction (editing, graphics) and the roles and responsibilities of the TV/video director and other personnel are also covered. Prerequisite: COM 252, 256 or permission of Chairperson. (Offered Spring) Lab Fee-\$75.00. **3 credits**

COM 354 FOUNDATIONS OF MEDIA THEORY

(formerly COM 139 and 151)

An introduction to the major theories influencing contemporary media studies. Media will be explored as multifaceted entities that include texts, industries and audiences. Prerequisites: Junior status. (Offered Fall) **3 credits**

COM 355 HISTORY OF MEDIA

(formerly COM 136 and 251)

A survey of the development of media in human communications including newspapers, film and radio. Consideration of technological, industrial, and audience dimensions. Attention to the further development of media research and analysis skills. (Offered Spring) **3 credits**

COM 356 FILM ART

(also ENG 356; formerly COM 146 and 154)

Popular films have a profound influence on our individual and cultural identities. This course emphasizes aesthetic, technical and narrative aspects of popular film focusing especially on how they create meanings. Illustrative examples are screened. A significant portion (at least 50%) is formal oral presentation work. This is a Communications Speech General Education course. (Offered Spring) **3 credits**

COM 357 DIGITAL PUBLIC RELATIONS CAMPAIGNS

(also ENG 357)

Writing-Intensive Course

This course examines the important role new media have on public relations. In the professional environment of a public relations agency, students design and implement campaigns for local companies/non-profits in a digital format. This includes basic web design, digital brochures, newsletters, press releases, social media campaigns and multimedia video projects. Prerequisite: COM 254 or permission of Chairperson. (Offered Spring) **3 credits**

COM 358 ADVANCED ONLINE JOURNALISM

(formerly COM 453 Advanced Broadcast Journalism Production)

A continuation of COM 248 and COM 366 focusing on the journalistic uses of video and the web. Students gain hands-on experience with various television and digital formats. Covers news formats, interview techniques and digital news packages. Stress on storytelling and writing skills. Several news stories will be produced, edited, and posted online. Prerequisite: COM 248, COM 366 or permission of Chairperson. (Offered Spring, every other year) **3 credits**

COM 360 UNDERSTANDING TELEVISION

An analysis of the origin, development, and cultural meanings of television in the life of Americans from its inception to the present day. Emphasis on how people make meaning of their lives through television and how the narratives of television help to shape society. (Offered Fall) **3 credits**

COM 361 MEDIA MANAGEMENT

This course is designed to introduce the students to standards, practices and principles of business and management in the context of broadcast, cable and streaming television. Students will have the opportunity to discuss and research current media issues. These issues will include all areas of the broadcast television business with an emphasis on television syndication, programming and research, and specifically how these areas are evolving with technology. (Offered Fall) **3 credits**

COM 362 FINAL CUT PRO

This course introduces students to basic editing principles using Final Cut Pro. Students learn to perform techniques such as project settings, audio and picture editing, effects, graphics and final output. The students will develop an understanding of Final Cut Pro editing software through exercises, tutorials and assignments. **1 credit**

COM 364 FOUNDATIONS OF COMMUNICATIONS THEORY

Theoretical and empirical literature on human communication and its complex systems. The study of messages, interactions, and meaning in the processes of verbal and nonverbal communication. Topics include language, message flow, organizational culture, power and politics. Theories covered include standpoint theory, agenda setting, uncertainty reduction theory, functionalism and cultural theories. Prerequisites: Two 200- or 300-level COM studies courses. (Offered Fall) **3 credits**

COM 366 BROADCAST JOURNALISM

(formerly Broadcast Journalism Production)

An introduction to different types of news broadcasts and the structure of the broadcast news program. Students write, produce, shoot, and edit news stories. The course also covers the history of broadcast, cable and streaming news as well as exploring contemporary electronic news gathering technologies and issues. Prerequisite: COM 242, 252 or 256. (Offered Fall) **3 credits**

COM 367 EDITING AND POST PRODUCTION

An in-depth look at the processes of digital editing and post production, including picture editing, sound editing, music, sound effects, mixing and graphics (titles, credits). Students will explore various aesthetic concepts that contribute to editing creatively and will consider how editing decisions can alter a program's meanings. Assignments take students through stages of rough cuts to a fine cut. Prerequisite: Junior status. (Offered Spring) **3 credits**

COM 427 THE HISPANIC WORLD THROUGH FILM

(also SPA 427)

COM 452 TELEVISION PRODUCTION PRACTICUM

(formerly COM 353)

This course allows students to build on the field- and studio-production skills learned in COM 252, COM 256 and COM 352. Students will stage, light, shoot, direct, and edit an entire program, providing a more complex understanding of the processes involved in television production. Prerequisites: COM 252 or COM 256, and COM 352 or permission of Chairperson. (Offered Fall, every other year) **3 credits**

COM 468, 469, 478 COMMUNICATIONS INTERNSHIPS I, II, III

(formerly COM 266-269)

An opportunity for semester or summer involvement in selected professional and/or business organizations, including television networks, public relations departments and other appropriate

concerns. Students will be supervised by department personnel and by cooperating personnel in the organization to which they are attached during the internship. Junior status and Chairperson permission needed. Students are required to complete 120 hours at their internship site along with four or more scheduled meetings with their faculty member. Prerequisite: COM 478 only with Chairperson permission. (Offered Fall, Spring, Summer) **3, 3, 3 credits**

COM 470 INDEPENDENT STUDY

(formerly COM 291-294, 471-473)

Independent study in an area approved by the Chairperson for students with a minimum index of 3.0 in Communications. The student works under the guidance of a member of the Communications faculty. Approval of faculty member and Department Chairperson. (Offered Fall, Spring) **1-3 credits**

COM 488 COMMUNICATIONS SEMINAR I

(formerly Research in Communications)

Writing-Intensive Course

This course will introduce seniors in the communications and childhood education/communications majors to research methodology in qualitative analysis. Students will conduct scholarly research and write a literature review in the topic area they have chosen. The thesis paper will be completed in COM 490 Communications Seminar II. Prerequisite: Junior status or permission of Chairperson. (Offered Fall) **3 credits**

COM 490 COMMUNICATIONS SEMINAR II

(formerly COM 270)

Writing-Intensive Course

A continuation of the research project undertaken in COM 488. Students will implement specific research methods such as surveys, participant observation or textual analysis. They complete their theses by analyzing and writing up their research findings. The finished thesis will be presented orally and in correct written format. Prerequisite: COM 488. (Offered Spring) **3 credits**

Core Courses

COR 324 TRANSCENDENT SELF

This course will study the human growth process by exploring narratives of strength, faith, courage and inspiration that reveal the human capacity to overcome the ordinary and respond to the challenges of life. Theoretical concepts from theology, gerontology and social science will be developed and applied to events occurring in the students' daily lives and to current world issues. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. (Offered Spring) **4 credits**

COR 336 SPIRITUAL AUTOBIOGRAPHY

Through reading autobiographies from various religious traditions, students will share in the personal journeys and spiritual quests of authors such as St. Augustine, Dorothy Day,

Elie Wiesel and Gandhi. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. (Offered Fall) **4 credits**

COR 344 MYTH AND RITUAL: RELIGIOUS OR SOCIOLOGICAL?

This course will explore the role myth and ritual have played in human society and culture throughout history, and particularly their role in religious life and human conceptions of and relations to the transcendent. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. **4 credits**

COR 346 SPIRITUALITY AND SOCIAL JUSTICE

This course will investigate the role of spirituality in human development, specifically its place in human interpersonal relationships and in the development of awareness of and response to social justice needs. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. (Offered Fall, Spring) **4 credits**

COR 347 EXISTENTIALISM: CINEMATIC, LITERARY, AND PHILOSOPHICAL PERSPECTIVES

This course will introduce students to the viewpoint of existentialism as core and foundation of many of the most important experiences of our lives. In exploring exemplifications of, and investigations into, the existentialistic experience from the cinematic, the philosophical and the literary perspectives, the existential experience will unfold as essential to the drama, the philosophy and the story of our lives as those lives themselves unfold as acted through, reflected upon and confessed to oneself and to others. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. (Offered Spring) **4 credits**

COR 352 THE AMERICAN DREAM

An exploration of the American Dream of a better, richer and happier life for all its citizens of every rank. This dream or hope has been presented from the beginning. Ever since America became an independent nation, each generation has seen an uprising of ordinary Americans to save that dream from the forces that appeared to be overwhelming it. This course will study the American Dream, which is perhaps the greatest contribution America has made to the thought and welfare of the world, as an ideal, and analyze the challenges faced in trying to make this dream a reality. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. (Offered Fall) **4 credits**

COR 364 GOTHAM: NY EXPERIENCE

Adopting an experiential learning model of education, the New York Experience course will introduce students to the culture, history and arts of New York, one of the greatest cities in the world. Each of our classes will focus on a different section of the city and we will explore the historic sites, museums, galleries and popular cultural attractions associated with this section. The aim of this class is to develop an insight into the myriad of intersecting—and at times competing—cultures that make up New York City. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. Fee: \$125. **4 credits**

COR 366 VULNERABLE POPULATIONS

This course will explore vulnerable populations through the use of literature and engagement. Racism, poverty, homelessness, immigrants and refugees, medically underserved, victims of violence and children at risk will be examined through literature, media and spiritual reflection. Participants will analyze vulnerability in relation to social justice, humanity and theological constructs. Core courses are not open to Freshmen or Sophomores. **4 credits**

COR 367 AESTHETICS

This course is an introduction to the study of Aesthetics and the Aesthetics of Film, through the viewing of films, with discussion and analytic writing. Students will be viewing a variety of films, mostly contemporary, discovering the filmmaker's intention and aesthetics along with their larger creative meaning. The films offered in this course will cover a broad range of creative endeavors, focusing on the individual characters and their creative impulse. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. **4 credits**

COR 368 MYTHING LINKS

"Myth-ing links" explores the ancient pursuit of truth through two often conflicting yet ultimately complementary critical lenses: the philosophical and the mythological. The ancient Greeks attempted to articulate their place in the universe through their mythology (the realm of anthropomorphized Olympian gods) and their philosophy (the realm of pure logic and abstract ideals). These two modes of thought often came into conflict, yet ultimately shared the same goals and many of the same techniques. As they come to better understand their own place in the universe, students will re-examine and evaluate these methodologies through readings from various primary texts of the Ancient World (including poems, dramas and philosophical treatises). Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. **4 credits**

COR 369 WHAT'S IN A NAME?

This course examines the usage of words and the way they affect our understanding of the world. Labels can empower, enlighten, oppress, and inspire emotional response in both subtle and obvious ways. The philosophical view of language seeks to explain how we organize everything we know, the degree to which language reflects true existence, and how words can mean anything at all. The course will cover a wide range of topics, including manipulation through advertisements and political propaganda, socio-linguistics (cultural identity, social constructions such as names, race/ethnicity, etc.), labels in education, medical terminology, language differences, geographic locations, politics, marketing, music genres, personal identity, logical fallacies, ambiguity and perceptions of reality. Students will look briefly at the history of our language, improving vocabulary by understanding the roots of many English words (e.g., "philos" = love of + "sophia" = wisdom.) Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. **4 credits**

COR 372 RIGHTS OF NATURE

As humanity faces into this critical moment of Earth's history, we

struggle to determine our relationship with nature. Do we exercise dominion over it? Are we its stewards? Alternatively, are we kin with all creation? Does nature have rights of its own which we are duty bound to honor? This course will explore these questions as well as people and events in the world of Cosmology, literature and theology that punctuate this debate. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. **4 credits**

COR 373 THE AWAKENED LIFE

The aim of this course is to provide students with an introduction to the major teachings, primary sources and practices of the most important traditions within Buddhism as a lived philosophy of life. The aim of this course is not to convert you to Buddhism, but simply to help you gain an appreciation for the relevance of Buddhist thought and practices for our lives in the 21st century. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. **4 credits**

COR 374 NEW MEDIA AND SOCIAL TRANSFORMATION

New Media and Social Transformation is a course about understanding, identity and transformation in a changing environment. Human existence in the era of the Anthropocene requires a new way of thinking and living and relating to the natural environment. In an era of rapid change - both technologically and

environmentally, gaining an understanding of who we are and how we relate to the earth and to each other, both offline and online, helps us grow, learn and advance in our lives in the variable present. This course explores identity and the humanities through the frame of new media, religion, media, archeology, ecology, environmentalism and literature. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. **4 credits**

COR 375 THE CREATIVE EXPERIENCE

This course offers students a practical, step-by-step introduction to the philosophical study of the creative experience. Students will examine various theories of creativity as they have been developed by influential psychologists, philosophers and artists in the field of creativity studies, and will have the opportunity to examine how these theories are exemplified in the lives of some of the greatest writers, artists, musicians and literary figures of the past half-century. Among the 20th century artists that will be used to illustrate creative theory in practice are Bob Dylan, John Lennon, the Beat Generation writers and some of the most interesting young poets of our own time. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. **4 credits**

COR 376 THE INNER JOURNEY

Using the perennial motif of the hero's journey as a framework, this course explores the various understandings of inner



journeying as they have been developed throughout the centuries—philosophical, spiritual, psychological and artistic. Through the use of journaling and artistic expression, students will be given the opportunity to reflect upon the various inner journeys of their own lives. Core courses are not open to Freshmen or Sophomores, except for associate degree candidates. **4 credits**

COR 383H (HONORS) GLOBAL CITIZENSHIP

This course explores the idea of global citizenship. It will examine the complex realities of the “global citizen” who identifies him- or herself less as belonging to a single nation, but more as a part of the world community. The course will pay particular attention to the ways in which the political, social and ethical actions of the global citizen contribute to building, shaping and, in many cases, redefining the values and practices of the world community. As a component of the honors program, the thread that runs throughout the course is a study conducted by the Center for Strategic and International Studies that identifies seven areas of particular importance that require our attention and ingenuity in order to avert what could be a global crisis by the year 2035—a mere twenty years from now! These areas, which the study labels the “Seven Revolutions,” are population, resource management, technology, information and knowledge, economics, security and governance. The guiding question of the course throughout the semester is whether or not the problems facing the world in the next twenty five years would be best addressed by a national or an international (that is, a “cosmopolitan”) approach. (Limited to Honors students) (Offered Spring) **4 credits**

COR 385 TRUTH IN MELODY

This course is intended as a thematic exploration of German music and philosophy from the time of Martin Luther to the present. It will test the hypothesis that music and philosophy are inextricably bound together as mutually determining expressions of the German Zeitgeist (“Spirit of the Time”). The idea is that the unique cultural identity of each period in the development of German culture is shaped and expressed primarily by the music and philosophy of the time. Believing that there is “truth in melody,” German culture gave rise to the likes of Mozart, Beethoven and Kant as well as to Wagner and Nietzsche, just to name a few of the musicians and philosophers to be covered. The course is divided into two parts: the first explores the theme of revolution beginning with the father of modern Germany music and philosophy, Martin Luther, up to the music of Mozart and Beethoven and the philosophy of Immanuel Kant. The second part of the course explores the science of aesthetics from Kant, Moses Mendelssohn to the 20th century philosopher, Theodor Adorno, within the musical context of Felix Mendelssohn, Liszt, Strauss and Wagner. (Offered Spring) **4 credits**

COR 385H (HONORS) TRUTH IN MELODY

This course is intended as a thematic exploration of German music and philosophy from the time of Martin Luther to the present. It will test the hypothesis that music and philosophy are inextricably bound together as mutually determining expressions of the German Zeitgeist (“Spirit of the Time”). The idea is that the unique cultural identity of each period in the development of German culture is shaped and expressed primarily by the music and philosophy of the time. Believing

that there is “truth in melody,” German culture gave rise to the likes of Mozart, Beethoven and Kant as well as to Wagner and Nietzsche, just to name a few of the musicians and philosophers to be covered. The course is divided into two parts: the first explores the theme of revolution beginning with the father of modern Germany music and philosophy, Martin Luther, up to the music of Mozart and Beethoven and the philosophy of Immanuel Kant. The second part of the course explores the science of aesthetics from Kant, Moses Mendelssohn to the 20th century philosopher, Theodor Adorno, within the musical context of Felix Mendelssohn, Liszt, Strauss and Wagner. (Limited to Honors students) (Offered Spring) **4 credits**

Criminal Justice Courses

LGL LEGAL STUDIES

Refer to by subject under LGL courses.

CRJ 101 FOUNDATIONS OF JUSTICE

This course provides the student with an introduction to the process of the American criminal justice system. It surveys the law enforcement process and the roles of police, prosecuting and defense attorneys, judges, court personnel and correctional staff in the administration of justice. It examines the social values and societal expectations that inform evolving criminal justice concerns. (Offered Fall, Spring) **3 credits**

CRJ 102 INTRODUCTION TO AMERICAN JURISPRUDENCE

This course seeks to introduce students to the study of law and the legal system. Areas of law that students are introduced to are: constitutional law, criminal law, procedure law, torts, housing law, and family law. Additionally, this course will engage students in the classroom reading and discussion of primary source documents and journal articles. During the course, students will learn how to construct a coherent, persuasive argument both orally and in writing. Students will engage in mock trials within the context of the class, and at the discretion of the instructor take a field trip to a functioning court. Guest speakers who work in the legal system will be invited to address the class when appropriate. (Offered Fall, Spring) **3 credits**

CRJ 203 THEORIES OF CRIME

This course will introduce the student to the study of criminology. It will focus on the explanations that have been offered for the existence of criminal behavior. It will explore the history and application of classical as well as contemporary biological, psychological, social and economic perspectives on crime causation. Prerequisite: CRJ 101. (Offered Fall, Spring) **3 credits**

CRJ 213 CRIMINALISTICS: INTRODUCTION TO FORENSICS

(formerly Criminalistics: Theory and Practice)

The accumulation and processing of physical evidence is an essential component of criminal and civil investigations. This

course will introduce the student to the techniques of scientific criminal investigation and the forensic photographing, collection, processing and documentation of crime scene data, such as: fingerprints, hair, blood and body fluid samples, footwear outsole patterns, tire tracks, gunshot residues, cordage and glass and textile fibers. Case illustrations will be drawn from leading criminal cases. The role of the forensic scientist as "expert witness" in trial proceedings will be examined. Prerequisites: CRJ 101, one course in the Natural Sciences. (Offered Fall) **3 credits**

CRJ 214 CRIMINAL INVESTIGATIONS

This course will provide an in-depth study of criminal investigations. Established investigative policies, procedures and techniques currently utilized in law enforcement, as well as, modern investigative tools will be introduced as the core elements of successful police investigations. The foregoing elements will be applied to the investigation of violent crimes, crimes against property, terrorism and other emergency criminal challenges to the investigator. **3 credits**

CRJ 215 CRIME SCENE PROCESSING

Expectations of the public and the courts have risen dramatically over the last several years in the area of physical evidence collection and forensic identification. This course is intended to develop a fundamental knowledge of crime scene processing techniques. The course will illustrate to the student the basic activities of crime scene processing and the sequence of those activities. Topics will include indemnifying, photographing, processing and preserving the crime scene and items of evidence found in them. The course is intended to provide a foundation for the future development of such expertise through experience and continued training. **3 credits**

CRJ 217 COMPUTER FORENSICS

(also CSC 217) **3 credits**

CRJ 221 VICTIMOLOGY

This course examines the nature and causes of victimization and the role of the victim in society. It presents patterns and trends in victimization, victim types, categories of risk, vulnerability, facilitation and precipitation. It profiles the interactions that take place between the criminal, the victim and the criminal justice system. It examines classical victim theory, victim blaming and the social stigmatization of victims. The net effects the victims' rights movements and the implications of contemporary backlash movements against victims are discussed. (Offered Fall) **3 credits**

CRJ 223 DOMESTIC VIOLENCE

Violence that takes place within the family was not always considered criminal. This course will introduce the student to the social phenomena that provided the impetus for the enactment of modern domestic relations laws and child protection statutes. It will examine the nature and consequences of domestic violence and the challenging role of the criminal justice system in redressing intra-familial crimes. (Offered Spring) **3 credits**

CRJ 227 VIOLENCE AND AGGRESSION

This course introduces the student to the evolving methods,

patterns and meanings of violence and aggression and the theories that address them. It examines individual and collective forms of violence in home, school, street, mob and military situations. It analyzes the functions of the criminal justice system in anticipating, preventing, containing and controlling acts of violence and aggression. (Offered Fall) **3 credits**

CRJ 230 JUVENILE JUSTICE

The origins, philosophies and roles of the Juvenile Justice System and its formal and informal components. This course provides the student with an overview of the constitutional rights and responsibilities of the juvenile in American society. It presents the roles of parents and governments acting in loco parentis. It surveys the roles of the police, the court, the public and private agencies and the various modalities of juvenile treatment and detention. Special emphasis is placed on Juvenile Justice in New York State. (Offered Fall) **3 credits**

CRJ 231 RACE, NEIGHBORHOODS AND CRIME

(formerly Good Kids, Bad Neighborhoods)

This course is designed to look at structural institutions that contribute to neighborhood disadvantaged in communities of color. This course most importantly examines what factors keep youth in disadvantaged communities from offending. Special attention is paid to the role of neighborhood organizations, family structure, educational institutions and the criminal justice system in these communities. **3 credits**

CRJ 237 DEVIANT BEHAVIOR AND SOCIAL CONTROL

(also SOC 237; formerly CRJ 137)

This course presents an integrated interdisciplinary analysis of the variety of human behaviors that have been objectively and subjectively labeled deviant. It examines the theoretical approaches to the causes of deviance including theories of opportunity, social organization, social distress, power, responsibility and mental illness. It introduces the student to the processes of punishment and control and the modalities of treatment that have been employed to deter and combat deviant behaviors. (Offered Fall) **3 credits**

CRJ 240 POLICE

(formerly CRJ 140)

An introduction to the development of modern policing, the military and professional models of police work and the contemporary roles and responsibilities of the American police officer. Topics include: Police selection, training and deployment, the patrol function, the investigative function, the traffic control function, the mediation function, the community relations function and the roles of specialized police units such as Emergency Services and SWAT teams. (Offered Spring) **3 credits**

CRJ 241 POLICE AND COMMUNITY RELATIONS

(formerly CRJ 141)

Police officers are being trained to balance the requirements of peacekeeping and the maintenance of order with the imperatives of civil rights and civil liberties. Police departments have undertaken initiatives such as "community policing" that are designed to enhance their relationships with the communities they serve. This course will examine the history

of police and community relations, the tensions experienced by police officers and the communities they serve and the development of theoretical approaches and trends in this field. Famous cases of police and community interactions will be examined. (Offered Fall) **3 credits**

CRJ 245 PROBATION AND PAROLE

(formerly CRJ 145)

This course introduces the student to the theory and practice of probation and parole as alternatives to incarceration. It examines the roots of current social and political controversies in these fields. It includes an analysis of the processes and procedures of probation and parole as well as the functions of preliminary investigations, the intensive involvement of specialized private agencies and the variety of factors that may impact upon the determination of the granting and revocation of probation and parole. It assesses various career options in these fields. (Offered Fall) **3 credits**

CRJ 250 SUBSTANCE ABUSE AND CRIME

(formerly CRJ 150)

This course will examine the relationship between controlled substances and criminal activity. It will examine the social use and abuse of alcohol and drugs, the ramifications of addiction, the legislative control of these substances and the standards of enforcement of statutes relating to their production, distribution, purchase and use. The effectiveness of local, national and international criminal justice initiatives will be discussed in light of the problematic involvement of organized criminal enterprises and the prevailing of social and economic forces operating within American inner cities. (Offered Spring) **3 credits**

CRJ 255 LEADERSHIP IN CRIMINAL JUSTICE

Criminal Justice Leadership - Who? What? When? Why? And How? Through participant involvement, this class is geared toward developing a base of knowledge of the concepts of leadership in criminal justice. Students will learn various styles of leadership. Specific examples of criminal justice leaders will also be examined. Students will be required to conduct role-plays and presentations demonstrating their knowledge, skills and abilities to lead in a criminal justice setting. **3 credits**

CRJ 256 CRIMINAL JUSTICE AND THE MEDIA

This course will focus on criminal justice agencies and media relations issues. Class discussion will center on the nature and function of the news media in modern society, legal and ethical issues affecting criminal justice media relations, technological changes in news gathering and its impact on criminal justice and crisis planning for dealing with the news media during high visibility events. This course will present a practical "hands on" approach to dealing with the news media. Practitioners in the criminal justice field and the media will be guest lecturers. **3 credits**

CRJ 260 ORGANIZED CRIME

(formerly CRJ 160)

An introduction to the history of organized crime and its impact upon American society. This course will examine the process through which an organized crime "family" develops,

operates and institutionalizes. It will evaluate legislative and criminal justice strategies enacted and implemented to combat organized crime. It will include an analysis of the roles of individuals within crime syndicates, the nature and consequences of organized criminal activities and the social and criminal justice ramifications of the glamorization of notorious crime figures in the news media and in fiction. Prerequisite: CRJ 101 (Offered Fall) **3 credits**

CRJ 263 CORRECTIONS: PHILOSOPHIES, METHODS AND PROGRAMS

This course will examine the origins, development and evolution of traditional and non-traditional American correctional systems. The correctional philosophies ranging from punishment to rehabilitation and reintegration will be examined. The implementation of these philosophies and the effectiveness of historical, contemporary and futuristic correctional initiatives will be evaluated. (Offered Spring) **3 credits**

CRJ 267 CONSTITUTIONAL AMENDMENT I

This course looks at the development of the First Amendment from colonial times to the present. Concepts such as 'freedom of speech,' 'freedom of the press,' 'freedom of religion' and 'Equal Protection of the law' are covered by examining and analyzing court cases. The course examines how these concepts have evolved since our founding fathers created them. **1 credit**

CRJ 270 CONSTITUTIONAL AMENDMENT IV

This course will reflect the professor's belief that in order to understand criminal justice issues currently confronting America, it is necessary to understand the historical and cultural development of certain Constitutional Amendments. Specifically, the first ten amendments to the Unites States Constitution commonly referred to as "The Bill of Rights," limit the power of the federal government with respect to the several states and the individual citizen. This course will explore will explore the amendment and its relationship to American policing and the criminal justice system, and then survey some of the most significant cases in 4th amendment jurisprudence. **1 credit**

CRJ 271 CONSTITUTIONAL AMENDMENT V

This course will reflect the professor's belief that in order to understand criminal justice issues currently confronting America, it is necessary to understand the historical and cultural development of certain Constitutional Amendments. Specifically, the first ten amendments to the Unites States Constitution commonly referred to as "The Bill of Rights," limit the power of the federal government with respect to the several states and the individual citizen. This course will explore will explore the amendment and its relationship to American policing and the criminal justice system, and then survey some of the most significant cases in 5th Amendment jurisprudence. **1 credit**

CRJ 272 CONSTITUTIONAL AMENDMENT VI

This course will reflect the professor's belief that in order to understand criminal justice issues currently confronting America, it is necessary to understand the historical and

cultural development of certain Constitutional Amendments. Specifically, the first ten amendments to the United States Constitution commonly referred to as "The Bill of Rights," limit the power of the federal government with respect to the several states and the individual citizen. This course will explore will explore the amendment and its relationship to American policing and the criminal justice system, and then survey some of the most significant cases in 6th Amendment jurisprudence.

1 credit

CRJ 273 CONSTITUTIONAL AMENDMENT VIII

This course will reflect the professor's belief that in order to understand criminal justice issues currently confronting America, it is necessary to understand the historical and cultural development of certain Constitutional Amendments. Specifically, the first ten amendments to the United States Constitution commonly referred to as "The Bill of Rights," limit the power of the federal government with respect to the several states and the individual citizen. This course will explore will explore the amendment and its relationship to American policing and the criminal justice system, and then survey some of the most significant cases in in 8th Amendment jurisprudence. **1 credit**

CRJ 280 CRIMINAL LAW

(formerly CRJ 182, SOC 182, CRJ 180, SOC 180)

An examination for the rationale of the existence of the criminal law, the historical antecedents of contemporary laws and the development of American jurisprudence. Introduces the student to the social and individual implications of criminal law. Utilizes examples from state and federal laws to illustrate various substantive legal issues and to examine the roles of legislatures and courts in establishing and modifying criminal statutes. Prerequisite: CRJ 101 (Offered Fall, Spring) **3 credits**

CRJ 281 CRIMINAL PROCEDURE

(formerly SOC 181 and CRJ 181)

Criminal procedure revolves around the process of balancing the need of society to effectively redress criminal activity while preserving the constitutionally guaranteed rights of the criminal. This course will examine the process by which criminal law has been brought to bear upon the individual by analyzing cases in which the U.S. Supreme Court has reviewed the actions of police, prosecuting attorneys and judges. The enduring social implications of these cases will be discussed. Prerequisite: CRJ 101 and CRJ 280 (Offered Fall, Spring) **3 credits**

CRJ 282 CRIME ANALYSIS AND MAPPING

This course will examine the theory and practice of crime analysis. Crime analysis is the methodological analysis of data pertaining to crime and disorder in order to provide decision-making and investigative support to police and policy makers. This course will explore the theory that underlies crime analysis as well as the methods used in several types of analyses including tactical, strategic, administrative and intelligence analyses. The use of crime mapping as a method of crime analysis will be emphasized and demonstrated. **3 credits**

CRJ 283 LAW AND SOCIETY

(also SOC 283; formerly CRJ 183)

This course examines the relationship between the legal system and the evolving cultural values and social expectations. It focuses upon the social ramifications of contemporary court cases dealing with constitutional issues, criminal law, civil law, torts, professional malpractice, family law and administrative procedures. Lower court decisions, appeals and Supreme Court decisions and their implications for each citizen and for the society as a whole are discussed and debated. Prerequisite: CRJ 101 (Offered Spring) **3 credits**

CRJ 284 LEGAL AND SOCIAL SCIENCE RESEARCH

This course will explore legal and social science research. **3 credits**

CRJ 314 ADVANCED INVESTIGATIVE TECHNIQUES

The professional investigator must have finely tuned knowledge, skills and abilities to be successful. This advanced investigations class will cover in detail such topics as proper interrogation techniques, questioning of victims/witnesses, interpreting evidence including ballistics and knife wounds, properly conducting eyewitness identifications (e.g., lineups, photo arrays), understanding and interpreting crime scenes, among many others. This course also will develop students' abilities to properly testify about the investigating--both in the courtroom and outside. This will also necessitate proper report writing techniques as well. This course will use role-play, guest professional investigators, real-life cases and visit local area investigative units to hone the student's investigative understanding. This course will involve detailed explanations of cases involving, but not limited to, special victims and homicides. The course will involve graphic and specific details of actual crimes. **3 credits**

CRJ 337 PSYCHOLOGY OF CRIMINAL PROFILING

(also PSY 337) **3 credits**

CRJ 339 FORENSIC PSYCHOLOGY

(also PSY 339) **3 credits**

CRJ 340 WOMEN AND CRIME

(formerly CRJ 240)

This course examines the involvement of women in various aspects of crime. It introduces the student to the motivations, roles and concerns of women who are victims, women who are major and minor offenders, women who are living in institutions or correctional facilities and women who have become criminal justice professionals. Prerequisite: Junior or Senior Status (Offered Spring) **3 credits**

CRJ 341 STRATEGIES IN HOMELAND SECURITY AND TERRORISM

Domestic and international terrorism have become commonplace in the modern world. Issues vary from basic definitions to complex international responses. Evaluation and review of both terrorism and homeland security on the local, national, and international levels will be reviewed in depth.

The analyses of emerging strategies of terrorists and law enforcement will be critically evaluated using recent events as case studies. Domestic and homegrown terrorist networks can be just as problematic for law enforcement as international groups. An understanding of how terrorist organizations operate and current methods to combat them will be thoroughly explored. Homeland security and the difficulties of fighting terrorism in a free society will also be examined. The impact of Constitutional issues including civil liberties will be discussed. **3 credits**

CRJ 342 SPECIAL OPERATIONS AND TERRORISM

Terrorism has drastically changed how local law enforcement operates. Special operations are now required to defend and protect all sorts of sites including both hard and soft targets. Hard targets might include police headquarters or other critical infrastructure. Soft targets could include subways, tourist attractions, malls and hotels. How the police are dealing with this massive change in their mission will be outlined. Issues such as intelligence, working with communities, and having a command presence will be covered. New capabilities of police will also be covered such as special weapons, tactics and training. In additions, other than bombs and other common threats, police must now deal with the threat of nuclear, biological and chemical weapons. All of these topics will be covered. **3 credits**

CRJ 345 GANGS

This course will examine the cause and effect of street gangs in American society. It will focus on why juveniles are drawn into the gang life style, the types of crimes committed by gangs and law enforcement methods to control the spread of gang violence. Prosecution of gang crimes including state and federal law will be covered as well as possible alternatives to prison. The class will demonstrate some of the more successful ways in which society can protect itself from the growing gang problem. Prerequisite: CRJ 101. **3 credits**

CRJ 350 CRITICAL ISSUES IN CRIMINAL JUSTICE

(formerly CRJ 250)

Writing-Intensive Course

This course will survey critical contemporary "due process" concerns. It will introduce the student to the discourse and debate in criminal justice scholarship on the polemics of gender discrimination, racial inequality, abrogation of the rights of the accused and the rights of victims, capital punishment, the insanity defense and the merits of incarceration, probation and parole and their alternatives. The student will become familiar with criminal justice texts, journals, periodicals and resources and learn how to access and research these critical issues in criminal justice. Prerequisites: Junior or Senior Status and CRJ 280 and CRJ 281 (Offered Fall, Spring) **3 credits**

CRJ 351 CRITICAL ISSUES IN POLICING

This course will focus on contemporary issues in policing including: domestic violence, police use of force, sexual offenders, police communications, three strike laws, diversity in the criminal justice system, forensic evidence, technology in the criminal justice system and firearms analysis. Class discussion will focus on the readings assigned. Emphasis is placed on

analyzing recent developments in each of the areas covered. The course will examine current thinking as well as experience with respect to changing and reforming criminal justice institutions. The purpose will be to describe major innovations, to explore their rationale, and to examine impediments to their implementation. There will be several class trips during the course and each student will be responsible to arrive at the location on time. Only students enrolled in the class are permitted to participate in the field trips. **3 credits**

CRJ 355 TECHNOLOGY AND CRIME

Technology has revolutionized the field of criminal justice. From policing to after-the fact crime analysis and crime mapping, the use of technology has greatly advanced the war on crime. Technology has also created severe problems for law enforcement. Sophisticated criminal information is now at our fingertips, and criminals now have the ability to commit crime internationally using computers. This course will examine the uses of information technology within the world of crime and in the Criminal Justice system. We will examine cyber and computer crime, discuss legal issues related to investigation and prosecution, and look at the ways in which law enforcement, the courts and our correctional systems are using technology to fight, prosecute and punish criminal behavior. **3 credits**

CRJ 361 CROSS-CULTURAL PERSPECTIVES ON CRIMINAL JUSTICE

(formerly CRJ 261)

The criminal justice system in each country is informed by and responsive to a unique set of cultural imperatives. This course will introduce the student to the variety of criminal justice systems operating in advanced industrial democracies, totalitarian regimes and developing countries. It will examine indigenous and imposed concepts of law and justice, the rights of the accused, general rules of procedure and methods of punishment and rehabilitation in a cross-cultural perspective. Prerequisite: Junior or Senior Status (Offered Spring) **3 credits**

CRJ 410 CAREER PREP

This course gives students an understanding of how to obtain careers in law enforcement. They will be introduced to properly navigating civil service procedures and what to expect along the way. Students will be advised on how to properly prepare and pursue various careers in the criminal justice system. Pitfalls to be avoided and basic places to hunt for positions will be discussed. **3 credits**

CRJ 460 CRIMINAL JUSTICE INTERNSHIP I

(formerly CRJ 280)

This course provides the student with the opportunity to intern in a Criminal Justice Agency. The student performs 120 hours of supervised fieldwork at the criminal justice agency, attends a weekly seminar or scheduled meeting with the supervising professor at Molloy College, maintains a weekly log of fieldwork experiences and writes an essay integrating criminal justice theory with the practical experiences of the internship. Prerequisite: Completion of 18 credits in Criminal Justice and Permission of the Chairperson. (Offered Fall, Spring or Summer) **3 credits**

CRJ 461 CRIMINAL JUSTICE INTERNSHIP II

(formerly CRJ 281)

This course provides the student with an additional 150 hours of supervised fieldwork in a criminal justice agency. Prerequisites: satisfactory completion of CRJ 460 and permission of the Chairperson. (Offered upon request) **3 credits**

CRJ 470 INDEPENDENT STUDY IN CRIMINAL JUSTICE

(formerly CRJ 293)

Students who have completed 15 credits in Criminal Justice may select a topic that is not covered in current course selections, for independent study. The topic must be relevant to the Criminal Justice curriculum and must be approved by the Director of the Program. The faculty member who mentors the student develops a formal study plan that includes reading/research requirements, structured assignments and scheduled meetings. Prerequisites: "B" Average and Approval of the Chairperson. (Offered Fall, Spring) **1-4 credits**

CRJ 490 SENIOR SEMINAR IN CRIMINAL JUSTICE

(formerly CRJ 265)

Writing-Intensive Course

This is a Capstone Course. It serves as the culmination of the student's academic and preprofessional experiences in the Molloy College Criminal Justice Program. It involves a more intensive, critical and empirical examination of a variety of theories, issues and themes of enduring interest that have been examined in prior coursework. Each student will have the opportunity to undertake a guided research project that will culminate in an end-of-semester completion project. Weekly oral presentations of works-in-progress will facilitate the exchange of information and ideas in a Seminar format. Prerequisites: Completion of Criminal Justice Requirements and Senior Status. (Offered Spring) **3 credits**

GRADUATE-LEVEL COURSE DESCRIPTIONS FOR DUAL-DEGREE PROGRAM CRIMINAL JUSTICE STUDENTS ONLY:

CRJ 501 MODERN AMERICAN JUSTICE

See the Molloy College Graduate Catalog for a full course description and any fees. **3 credits**

CRJ 502 CONSTITUTIONAL LAW AND LEGAL ISSUES

See the Molloy College Graduate Catalog for a full course description and any fees. **3 credits**

CSC - Computer Science Courses

Note: Most CSC courses require additional independent time in the computer lab.

CSC 100 COMPUTER SYSTEM INTRODUCTION

(also CIS 100; formerly Computer Foundations)

An introductory course consisting of a survey of themes pertinent to Computer Science and Computer Information Systems. Topics will range from the evolution of computers to an overview of basic computer concepts such as use of the computer, hardware components (CPU, memory, storage, I/O), the program design process, networks and digital media. (Offered Fall) Lab Fee-\$75.00. **3 credits**

CSC 102 COMPUTER APPLICATIONS AND CIS

(also CIS 102; formerly Computer Applications; equivalent to CIS 105)

(Offered Fall, Spring) Lab Fee-\$75.00. **3 credits**

CSC 103 VISUAL PROGRAMMING

(also CIS 103; formerly Visual Basic-Object Oriented Programming I; formerly Programming in Visual Basic)

An introduction to computer programming through the use of drag-and-drop code blocks. The purpose of the course is to provide an introduction to programming logic and algorithmic problem solving strategies for students with little to no prior programming experience. Students will learn how to use the basic programming constructs such as variables, conditional statement, lists, loops and functions to solve problems by assembling and customizing blocks of code. They will also see how the visual blocks generate actual code and learn how to write some of their own in a friendly beginner language such as Python. (Offered Spring) Lab Fee-\$75.00. **3 credits**

CSC 104 MATHEMATICAL ANALYSIS USING MICROSOFT EXCEL

(also CIS 104) Lab Fee-\$75.00. **1 credit**

CSC 120 PROGRAMMING I

(formerly CSC 111)

This course provides an accelerated introduction to computer programming in scripting language, such as JavaScript, Python or Ruby. The emphasis of the course will be on developing logical and algorithmic problem solving skills. Students will learn how to state problems precisely and reason about the correctness of their code. Topics include functions, conditional statements, loops, loop invariants, simulations, sets, lists, recursion and inductive reasoning. Students will apply their knowledge to the partial development of an open source project, such as a spreadsheet web application. Prerequisite: SAT mathematics score of at least 540, CIS/CSC 103 or approval from the Chairperson. (Offered Fall) Lab Fee- \$75.00. **3 credits**

CSC 121 PROGRAMMING II

This course is a continuation of CSC 120. Students will continue to develop their algorithmic problem solving skills while being made increasingly aware of efficiency considerations. Topics include recurrence relations, time and space complexity, divide and conquer algorithms, dynamic programming, functional programming and advanced data structures. Students will solve real-world problems in multiple ways, analyzing the tradeoffs associated with each approach. Prerequisite: CSC 120. (Offered Spring) Lab Fee-\$75.00. **3 credits**

CSC 217 COMPUTER FORENSICS

(also CRJ 217)

The computer forensics investigator must have finely tuned knowledge, skills and abilities to be successful. This course will focus on the practical needs of investigators. This will include basic techniques to retrieve deleted files, to search for data and information on a computer for investigations and to understand the complexities of both hardware and software. The course will also cover peripheral devices and other technology to help with investigations. The course will also help investigators to hide their identity as law enforcement when attempting to act as another on the internet (e.g. capture child sexual abusers.) The internet and cyber-security will also be covered. Lab Fee-\$75.00. **3 credits**

CSC 229 DISCRETE MATHEMATICAL STRUCTURES

(also MAT 229; formerly CSC 131 Discrete Structures)
(Offered Fall) **3 credits**

CSC 235 INTRODUCTION TO WEB SCRIPTING

(Also CIS 235; formerly CIS 135; formerly Java-Object Oriented Programming) (Offered Fall) Lab Fee-\$75.00. **3 credits**

CSC 244 DATA STRUCTURES

(formerly CSC 144)

This course is the final course in the three-semester sequence begun in CSC 120 and CSC 121. The "classical data structures" (such as linked lists, stacks, queues, trees, and hash tables) will be covered. The student will spend considerable time in the computer lab writing programs. Prerequisite: CSC 121, CSC 235. (Offered Spring) Lab Fee-\$75.00. **4 credits**

CSC 323 ASSEMBLY LANGUAGE AND SYSTEMS PROGRAMMING

(formerly CSC 223 Assembly Language)

This course will cover computer structure and machine language, assembly language and mnemonic operations, and symbolic addresses, in addition to assembler concepts, addressing techniques, string processing and compiler concepts. Prerequisites: CSC 121, 229, MAT 231. Lab Fee-\$75.00. **3 credits**

CSC 330 OPERATING SYSTEMS

(formerly CSC 230)

A study of the internal design of operating systems. Multiprogramming, file management, job and process scheduling, memory management, I/O device management, multiprocessor systems, network management. Pre- or corequisite: CSC 235 or 120. **3 credits**

CSC 335 PROGRAMMING LANGUAGES

(formerly CSC 235)

Formal definition of programming languages including specification of syntax and semantics. A comparative analysis of various high level programming languages. Global properties including scope of declarations, storage allocation, grouping of statements and subroutines. Prerequisite: CSC 244. Lab Fee-\$75.00. **3 credits**

CSC 337 WEB/MOBILE GAME DEVELOPMENT

Students will be introduced to the development process of large-scale applications through the individual and collaborative creation of substantial games. Emphasis will be placed on sound software engineering design principles, independent learning and team management. Students will learn how to decompose large problems into smaller more manageable ones and will learn how to effectively use a distributed version control system such as Git. The games will be developed as web applications and converted to native mobile apps via tools such as PhoneGap. Prerequisites: CSC 120, 235. Lab Fee-\$75.00. **3 credits**

CSC 340 COMPUTER ARCHITECTURE AND DESIGN

(formerly CSC 140 and CSC 240 Computer Organization; Computer Architecture)

Introduction to the internal structure of computers. Logic design, Boolean algebra, gates and flip-flops, combinational and sequential circuits, registers, control mechanisms. Operating cycle, data and control flow in the computer, and machine format. Prerequisite: MAT 231 and CSC 229; Pre- or corequisite: CSC 120. **4 credits**

CSC 352 BACK-END WEB/MOBILE APP DEVELOPMENT

Students will learn how to program servers and to create server-side applications using a modern runtime environment supporting asynchronous I/O such as Node.js and a NoSQL database such as MongoDB. Throughout the course, an emphasis will be placed on solving problems using concurrent computation. Students will create chat rooms, form processing scripts, and tools for web applications according to interest. Prerequisites: CSC 121, 235. Lab Fee-\$75.00. **3 credits**

CSC 369 INTRODUCTION TO ARTIFICIAL INTELLIGENCE

(formerly CSC 249)

Current methods in the field of artificial intelligence: knowledge-based systems, knowledge representation, problem solving, game playing, inference, planning, natural language understanding; programming in LISP or SCHEME. Prerequisites: CSC 244, CSC 120. Lab Fee-\$75.00. **3 credits**

CSC 460-461 INTERNSHIP I, II

(formerly CSC 260-261)

A protracted field experience offering theory-practice opportunity in an area of Computer Science. Activities will be supervised by participating personnel at place of business. Course requires a minimum of four one-hour and 25 minute class meetings with a faculty sponsor, a satisfactory rating by field supervisor and a minimum of 100 hours in the field for 3 credits. Prerequisites: Junior or senior status and at least 12 completed CSC credits. (Offered upon request) **3, 3 credits**

CSC 470 INDEPENDENT STUDY

(formerly CSC 291)

Advanced work on an individual basis in a computer science area under the guidance of a Computer Science faculty member. 1, 2, or 3 credits commensurate with accomplishment. This course may be repeated for credit. Prerequisite: Recommendation of a Faculty Sponsor and approval of Chairperson. (Offered upon request) **1-3 credits**

CSC 491 CAPSTONE SEMINAR

(formerly CSC 296)

Writing-Intensive Course

Students will undertake a substantial collaborative real-world programming project that requires the breadth of skills acquired from all of their courses, according to interest. For example, a possibility would be to develop a substantial open-source web application that interacts with a server to serve the needs of a nonprofit organization. Pre- or corequisite: All other CSC courses required for the major. (Offered Spring) Fee-\$75.00. **3 credits**

CSP - Computer Proficiency Courses

CSP 110 INTRODUCTION TO THE PERSONAL COMPUTER

This course provides an introduction to the use of personal computers. Various software applications will be utilized to illustrate concepts such as hardware components, the use of printers, mouse manipulation and Windows file folder and disk management. (Offered Fall, Spring) Lab Fee-\$45.00. **1 credit**

CSP 116 INTRODUCTION TO WORD PROCESSING

This course provides an introduction to Word application software. Content includes creating, editing, printing, saving and retrieving documents. Character enhancements, pagination, cut/copy and paste, spell checking and columns will be presented as well as other skills necessary to prepare a business letter, a paper or a table. (Offered Fall) Lab Fee-\$45.00. **1 credit**

CSP 130 INTRODUCTION TO DATA BASE

This course provides an introduction to data management using dBASE or Access. Techniques will include creating a database by entering and modifying data; appending, inserting and deleting records; and understanding database functions, such as, store, recall, replace, sort and copy. (Offered Spring) Lab Fee-\$45.00. **1 credit**

CSP 140 INTRODUCTION TO A SPREADSHEET

This course provides an introduction to Lotus or Excel. Content includes creating, editing, printing, saving and retrieving spreadsheets. Various mouse manipulations, formulas, built-in functions, cut/copy and paste, spell checking and defaults will be presented as well as other skills necessary to prepare a spreadsheet. (Offered upon Request) Lab Fee-\$45.00. **1 credit**

CSP 150 INTRODUCTION TO POWER POINT

This course presents techniques for merging charts, animation, clip art, information and images from other applications and the Web into screen graphics, to create overhead transparencies, color-coordinated slides, templates and other presentation materials. This is now known as the "speech-graphics combo slide show." (Offered Spring) Lab Fee-\$45.00. **1 credit**

CSP 201 MULTIMEDIA I

An introduction to Adobe Premiere using the Macintosh Platform that will explore the basics of video editing. Prerequisite: CSP 110 or permission of instructor. (Offered Fall) Lab Fee-\$45.00. **1 credit**

CSP 202 MULTIMEDIA II

A continuation of Adobe Premiere that will expand video editing to include audio techniques. Prerequisite: CSP 201. (Offered Fall) Lab Fee-\$45.00. **1 credit**

CSP 203 MULTIMEDIA III

An advanced use of Adobe Premiere that will broaden the scope of this program to superimposing various video effects and filters with sub clips and virtual clips, and preparing material for the Web. Prerequisite: CSP 201-202. (Offered Fall) Lab Fee-\$45.00. **1 credit**

CSP 204 DESKTOP PUBLISHING I

A hands-on course introducing the student to the basic principles of desktop publishing. Prerequisite: CSP 110 or 116 or permission of instructor. (Offered Spring) **1 credit**

CSP 205 DESKTOP PUBLISHING II

A continuation of desktop publishing leading to a basic application of the software to in-house copy and graphic design. Prerequisite: CSP 204. (Offered Spring) **1 credit**

CSP 206 DESKTOP PUBLISHING III

A further exploration of desktop publishing aimed at developing an advanced application of the software to in-house copy and graphic design. Prerequisite: CSP 205. (Offered Spring) **1 credit**

CSP 211 USING THE GRAPHING CALCULATOR IN MATHEMATICS

(also MAT 211) **1 credit**

CSP 212 USING COMPUTER TECHNOLOGY IN GEOMETRY

(also MAT 212) **1 credit**

NOTE: Graphing Calculator Required: Ti83+, Ti84+ or equivalent.

CSP 216 ADVANCED WORD PROCESSING

(formerly CSP 240)

This course expands on the basic principles and techniques of word processing as taught in CSP 116. Students will explore in a hands-on environment many of the advanced features of Word, including the use of macros, soft keyboards and styles to produce consistent, high quality documents and reports. The use of columns, fonts and graphics will be introduced to highlight the desktop capabilities offered by the program. Prerequisite: CSP 116 or Permission of Instructor. (Offered Fall) Lab Fee-\$45.00. **1 credit**

CSP 341 COMPUTER DATA ANALYSIS

(formerly also PSY 341; formerly CSP/PSY 241)

An introduction to the use of statistical software for the analysis

of various types of data in the behavioral and social sciences. Emphasis will be placed on methods of transforming collected research into computer data files, and selecting the appropriate parametric and non-parametric tests of significance for the type of data and research design employed. Reserved for Psychology Majors and Minors. Prerequisites: CSP 110, PSY 111, PSY 213 or MAT 115. Corequisite: PSY 312. (Offered Fall, Spring) Lab Fee-\$45.00. **1 credit**

CSP 471 INDEPENDENT STUDY

(formerly CSP 291)

Advanced work on an individual basis in computer proficiency area under the guidance of a Computer Studies faculty member. 1, 2, or 3 credits commensurate with accomplishment. Prerequisite: Recommendation of a Faculty Sponsor and approval of Chairperson. (Offered upon request) **1-3 credits**

CVT - Cardiovascular Courses

CVT 108 ELECTROPHYSIOLOGY

(formerly CVT/CRS 208)

An introduction to the field of cardiovascular technology designed to prepare the student for entry into the clinical setting. Includes patient care, medical terminology, medical ethics and law, professionalism and cultural competence as well as practical utilization of echocardiography and peripheral vascular procedures. Includes a laboratory component. Corequisites: BIO 120, CVT 202, PHY 160. (Offered Fall) Lab Fee-\$280.00. **5 credits**

CVT 150 CARDIOVASCULAR PHARMACOLOGY

A basic study of pharmacology pertaining to cardiovascular drugs. (Offered Spring) **2 credits**

CVT 202 ULTRASOUND PHYSICS I

An introduction to the study of physics of diagnostic medical ultrasound emphasizing mathematics, sound wave characteristics and propagation, attenuation, pulsed wave operation, transducers and system operation. Corequisite: BIO 120, CVT 108, PHY 160. (Offered Fall) **3 credits**

CVT 203 ULTRASOUND PHYSICS II

An advanced study of physics of diagnostic medical ultrasound emphasizing spectral and color Doppler applications, artifacts, bio-effects and safety, contrast and harmonics, quality assurance, fluid dynamics, hemodynamics and focused ultrasound. Prerequisites: BIO 120, CVT 108, CVT 202, PHY 160. Corequisites: BIO 121, CVT 213, CVT 210, MAT 116. (Offered Spring) **3 credits**

CVT 210 CARDIOVASCULAR PHYSIOLOGY I

(formerly CRS 210)

An introduction to the study of the normal structure and function of the cardiovascular system, including cellular structure and function, the circulatory system, hemodynamics,

electrophysiology, cardiac function, the cardiac cycle, cardiac output and the regulation of cardiovascular function. Corequisites: BIO 121, CVT 203, CVT 213, MAT 116. Prerequisites: BIO 120, CVT 108, CVT 202, PHY 160. (Offered Spring) **3 credits**

CVT 211 CLINICAL CARDIOVASCULAR MEDICINE

(formerly CRS 211)

An in-depth study of cardiovascular pathology and related diseases, including signs, symptoms and treatment options. Prerequisite: CVT 221. Corequisite: CVT 212, CVT 215. (Offered Fall) **2 credits**

CVT 212 CARDIOVASCULAR PHYSIOLOGY II

(formerly CRS 212)

An advanced study of the normal structure and function of the cardiovascular system including vascular function, arterial and venous blood pressure, systemic vascular resistance, response to exercise, neurohumoral control, blood flow distribution and microcirculation. Prerequisite: CVT 221. Corequisites: CVT 211, CVT 215. (Offered Fall) **3 credits**

CVT 213 CLINICAL CARDIOVASCULAR EXPERIENCE I

(formerly CVT 216)

A study integrating basic cardiovascular principles and techniques for various practical applications. This course includes a laboratory and a 2 day per week clinical component. Prerequisites: BIO 120, CVT 108, CVT 202, PHY 160. Corequisites: BIO 121, CVT 203, CVT 210, MAT 116. (Offered Spring) Clinical Fee-\$335.00. **4 credits**

CVT 215 CLINICAL CARDIOVASCULAR EXPERIENCE II

(formerly CVT 217/CRS 217; formerly Clinical CV-Vascular Cardiac)

A continued study integrating cardiovascular principles and techniques for various practical applications. This course includes a laboratory and a 2 day per week clinical component. Prerequisite: CVT 221. Corequisite: CVT 211, CVT 212. (Offered Fall) Clinical Fee-\$335.00. **5 credits**

CVT 220 CLINICAL CARDIOVASCULAR EXPERIENCE III

(formerly CVT 218 and CVT 270 - now combined)

A comprehensive study of advanced techniques practiced in the field echocardiography and vascular technology. Students will participate in an integrated program of lecture, laboratory and clinical practice to obtain proficiency. Case presentations and discussions of current trends in clinical practice will be included. Prerequisites: CVT 211, CVT 212, CVT 215. Corequisites: CVT 257. (Offered Spring) Clinical Fee-\$335.00. **6 credits**

CVT 221 CARDIOVASCULAR CLINICAL PRACTICUM I

A clinical experience integrating didactic knowledge with practical cardiovascular principles and techniques. This course includes a 4 day a week clinical component and 4 clinical conferences designed to increase professional growth through the discussion of critical decision-making, case presentation and analysis, and vendor presentations. Prerequisites: BIO 121, CVT 203, CVT 210, CVT 213, MAT 116. (Offered Summer) Clinical Fee \$335.00. **5 credits**

CVT 240 CARDIOVASCULAR CLINICAL PRACTICUM II

(formerly Cardiovascular Specialty)

A full-time clinical internship in echocardiography and vascular technology. Includes clinical conferences with regard to student clinical progress designed to challenge the student's problem-solving, decision-making and critical thinking skills necessary for success on the national credentialing examinations. Prerequisites: CVT 220, CVT 257. (Offered Summer) Clinical Fee \$380.00. **6 credits**

CVT 257 CARDIOVASCULAR SCIENTIFIC RESEARCH TECHNIQUES

(formerly CRS 257)

Writing-Intensive Course

A study of cardiovascular scientific research tools including utilization of library resources, data collection, statistical interpretation of data and skilled scientific writing. Prerequisites: CVT 211, CVT 215. Corequisites: CVT 220. (Offered Spring) **3 credits**

CVT 291 INDEPENDENT STUDY

(formerly CRS 291)

This course provides for independent study in an area approved by the Program Director. The student works under the guidance

of a Cardiovascular Technology faculty member who must consent to sponsor the student prior to final approval by the Program Director. (Offered upon request and approval) **1-3 credits**

Economics Courses

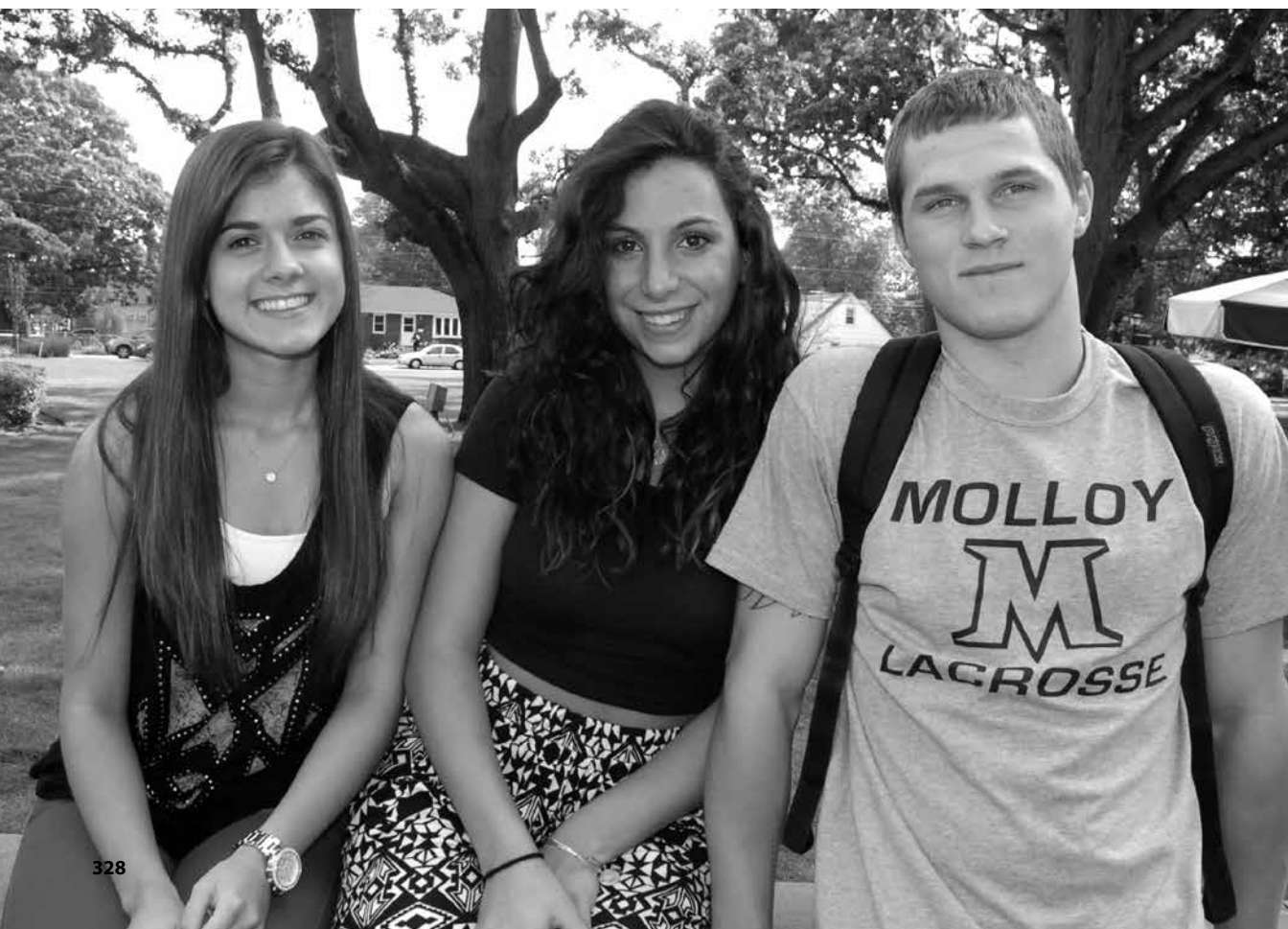
ECO 112 INTRODUCTION TO WEB DESIGN AND DEVELOPMENT

(also CIS 112; formerly Web Applications: CIS and Electronic Commerce) Lab Fee-\$75.00. **3 credits**

ECO 200 INTRODUCTORY ECONOMICS

(formerly ECO 100)

The primary goal of the course is to produce better informed citizens. After studying introductory economics, students can better comprehend the news they hear, can make better decisions as they go about their lives, and can make better choices when they enter the voting booth. In addition to the basic principles of economics, students will be exposed to both macro- and microeconomics. This course may not be taken for degree credit by students required to take or who have taken macro- and/or microeconomics. (Offered Fall, Spring) **3 credits**



ECO 251 MACROECONOMICS

(formerly ECO 151)

Study of aggregate economic behavior, determinants of national production, income, employment, unemployment, inflation, economic fluctuations and macroeconomic stabilization policies. (Offered Fall, Spring) **3 credits**

ECO 252 MICROECONOMICS

(formerly ECO 152)

Economic theory as it relates to the individual entities that comprise an economic system; consumer behavior and demand; principles of production, cost and supply; pricing and employment of resources; market structures and the firm. (Offered Fall, Spring) **3 credits**

ECO 315 MONEY, BANKING AND FINANCIAL MARKETS

(formerly ECO 215; formerly Money and Banking)

This course is an in-depth review of the money and financial system, the fundamentals of banking, the Federal Reserve and monetary policy and the financial markets and instruments. Prerequisites: ECO 251 and BUS 343. (Offered Fall, Spring) **3 credits**

ECO 320 GLOBAL ECONOMICS AND FINANCE

(formerly ECO 220; formerly International Economics)

This course examines how companies engage in a global economic and finance perspective. Topics covered include international trade and relations, exchange rates and their risk, international capital budgeting, the economic impact of financing international projects and the effects of public policy on the firm's operating environment. Prerequisites: ECO 251 and ECO 252. (Offered Spring) **3 credits**

ECO 331 LABOR ECONOMICS

A study of labor concepts, markets and problems; the major variables of wages, employment, and productivity; as well as the social and political forces which affect these variables; the development of the union movement and its impact on society; modern labor legislation; development of collective bargaining, and current trends. Prerequisites: ECO 251 and ECO 252. (Offered Spring) **3 credits**

ECO 470A, 470B, 470C INDEPENDENT STUDY

Independent study in an area approved by the Associate Dean for students with a minimum index of 3.0. The student works under the guidance of a member of the Business Faculty. Prerequisites: Senior standing and approval of the Associate Dean. (Offered upon request) **1, 2, 3 credits**

Education Courses

EDU 301E EPORTFOLIO

Students are required to have an electronic portfolio for designated Benchmark Performances in all education courses. Students will upload all benchmark assignments required by the program in which they are enrolled at a time designated

by the professor and stated in the course outline. Credit for Benchmark Performances will only be given if uploaded to the electronic portfolio Chalk and Wire by the required date. Failure to upload by the required date may result in a failing grade for the course. Students are required to register for this class when they register for their first education course. (Pass/Fail) Fee-\$100.00. **0 credit**

EDU 311 METHODS AND TECHNIQUES OF TEACHING SCIENCE FOR ADOLESCENT STUDENTS

Writing-Intensive Course

The course will involve micro-teaching, peer coaching and the study of the techniques and strategies for teaching science skills. The instructor will incorporate varied modalities, respective of the goals of this program, for the purpose of accomplishing teacher candidates' competencies in the implementation of New York State Standards for Instruction and The Common Core State Standards. This course also helps to prepare candidates for the edTPA Secondary Science Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 329. Fee-\$45.00. **3 credits**

EDU 314 METHODS AND TECHNIQUES OF TEACHING MATHEMATICS FOR ADOLESCENT STUDENTS

Writing-Intensive Course

This course will consist of an examination of the specialized curriculum goals, instructional strategies, instructional technology and materials for the teaching of secondary mathematics. It will focus on methods for making the discipline meaningful to students by promoting an active learning process. The students will learn to develop learning experiences and conduct assessment reflecting the processes of growth and development of the adolescent. Literacy, to include reading and writing in the content area and information retrieval topics will be infused into the coursework. The literacy education will include the teaching of literacy skills of listening, speaking, reading and writing to native English speakers and students who are English learners at the middle school and adolescence level, including methods of reading enrichment and remediation. Attention is given to planning and teaching learning tasks and activities for students who are culturally diverse, those with limited English proficiency and those with special needs. New York State's 2010 Common Core Curriculum and NCTM'S *Principles and Standards for School Mathematics* will be studied in-depth. This course also helps to prepare candidates for the Secondary edTPA Mathematics Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 329. Fee-\$45.00. **3 credits**

EDU 315 METHODS AND TECHNIQUES OF TEACHING SPANISH FOR ADOLESCENT STUDENTS

Writing-Intensive Course

This course focuses on teaching Spanish for communicative proficiency. The goals are to assist the teacher candidates to master the strategies and resources necessary to teach the four skills: listening, speaking, reading and writing so that the students will be able to use Spanish for communication as well as develop cross-cultural skills and understanding. Remedial

and enrichment techniques will be discussed. A practical and theoretical framework for foreign language acquisition at the middle and high school level will be presented with special emphasis on lesson planning and teaching strategies. This course also helps to prepare candidates for the edTPA World Language Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 329. Fee-\$45.00. **3 credits**

EDU 316 METHODS AND TECHNIQUES OF TEACHING SOCIAL STUDIES FOR ADOLESCENT STUDENTS

Writing-Intensive Course

This course will address micro-teaching, peer teaching and the study of techniques and strategies deemed appropriate for accomplishing the goals of the program in achieving competencies. Through teacher-generated and student-generated topics, teacher candidates will learn to provide instruction requiring critical analysis and research. The importance of teaching comprehensive social studies lessons with a view towards the interaction of political, geographic, economic, social, historical and cultural developments will be emphasized. This course is also designed to bring together the elements of the disciplines, which make up the social studies, to provide teacher candidates with a comprehensive understanding of the interdisciplinary nature of the social studies, and equip candidates with the ideas, strategies and techniques for teaching social studies in the middle and secondary schools. This course also helps to prepare teacher candidates for the edTPA Secondary History/Social Studies Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Fee-\$45.00. **3 credits**

EDU 319 METHODS AND TECHNIQUES OF TEACHING ENGLISH FOR ADOLESCENT STUDENTS

Writing-Intensive Course

This course addresses teaching strategies that incorporate peer and micro-style instruction to Native speakers and students who are English language learners at the adolescent and middle childhood specialist levels. These instructional methods include response to and critical analysis of literature of various genres, research techniques with emphasis on technology tools and a practical/theoretical framework for language acquisition. This course also helps to prepare teacher candidates for the edTPA Secondary English-Language Arts Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 329. Fee-\$45.00. **3 credits**

EDU 329 STRATEGIES FOR ALL LEARNERS IN THE DIVERSE CLASSROOM

This course provides the teacher candidate with an overview of the knowledge, dispositions and skills necessary for formulating behavioral objectives, planning integrated lessons, assessing student progress, developing questioning skills and managing a classroom of diverse learners. A two-hour weekly observation in a high needs diverse school setting will be required. This field experience will provide the teacher candidate with opportunities to observe, participate and reflect upon various

roles of a classroom teacher. New York State Standards for Instruction and the Common Core State Standards will be analyzed. This course also helps prepare teacher candidates for the edTPA elementary and secondary assessments by analyzing and applying the tasks of: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Fee-\$90.00. **3 credits**

EDU 330 FIELD EXPERIENCE IN A SCHOOL SETTING

This field experience will provide all teacher candidates with a two-hour per week experience in a high-needs district in inclusive classrooms at the grade levels for which the candidates are being prepared to teach. Teaching experiences will be in all content and special subject areas normally taught in all certification areas. Evaluation will be by certified cooperating teachers. Observations and implementation of pedagogical knowledge in the diverse classroom will be the focus of this field experience. Two supervised one-hour seminar meetings regarding field experiences are required. This course also helps prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Corequisite: EDU 329. Fee-\$105.00. **0 credit**

EDU 331 ASSESSMENT: UNCOVERING THE ABILITIES OF STUDENTS WITH DISABILITIES IN THE SCHOOL SETTING

This course will provide teacher candidates with the foundational skills to understand the uses and applications of educational assessment tools and resources. Various educational tools will be presented in a hands-on format in which the instruments will be critically reviewed and analyzed. The assessment process utilized to make eligibility, program, and placement decision for students with disabilities will be discussed. Opportunities to apply test data to guide instruction will be provided through case studies. **3 credits**

EDU 332-333 LITERACY IN THE CONTENT AREAS FOR CHILDHOOD TEACHERS I AND II

Writing-Intensive Course

The goals of these courses are to assist the teacher candidates in understanding problems, approaches and resources necessary to teach reading, reading skills, diagnosing and applying remedial and enrichment techniques in the preschool, elementary and early middle grades. The teacher candidates will be presented with a practical and theoretical framework on which integrated language arts/reading instruction can be built, with special emphasis on technology tools and personal experiences to enhance language arts/reading instruction. In-depth studies will be experienced in the areas of whole language, basal readers, balanced literacy and guided reading. Through teacher-generated and student-generated topics, students will evince extended reading/writing assignments that will require research in interpersonal skills, diversified learning styles, the writing process and child development as they relate to the reading/writing process. This course also helps to prepare teacher candidates for the edTPA Task 1 "Literacy Planning: Planning for Literacy Instruction and Assessment." Prerequisite: EDU 329. Fee-\$60.00 for each course. **3, 3 credits**

EDU 334 LITERACY IN THE CONTENT AREAS FOR ADOLESCENT STUDENTS

Writing-Intensive Course

This course focuses on teaching literacy skills in listening, speaking, reading and writing to students who are both native English speakers and English language learners. The goals of this course are to assist the teacher candidate in understanding the approaches and resources necessary to teach reading skills for the content areas, as well as how to apply remedial and enrichment reading techniques. A practical and theoretical framework for language acquisition, literacy and comprehension development will be presented with special emphasis on technology tools and personal experiences to enhance students' performance. Through teacher-generated and student-generated topics, teacher candidates will learn to provide instruction for literary response and expression, critical analysis and research. New York State Standards for Instruction and the Common Core State Standards will be analyzed. This course also helps to prepare teacher candidates for the edTPA Secondary English-Language Arts Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 329. Fee-\$45.00. **3 credits**

EDU 335 STUDENTS WITH DISABILITIES IN THE SCHOOL SETTING: CHARACTERISTICS AND EDUCATIONAL NEEDS FOR THE CLASSROOM TEACHER

This course will provide teacher candidates with the foundational skills to understand the characteristics and educational needs of students with disabilities. The special education eligibility process and the special education classifications are addressed in detail, beginning with the Response to Intervention process, and followed by the Committee on Special Education procedures. Strategies to address diverse learners will be discussed with a focus on Universal Design for Learning. Opportunities to apply strategies to guide instruction will be provided through case studies with Individualized Educational Programs. **3 credits**

EDU 336 CURRICULUM AND METHODOLOGY IN EARLY CHILDHOOD EDUCATION, BIRTH-GRADE 2

This course addresses procedures for planning, organizing, implementing, and interpreting the learning environment, curriculum and materials for young children in the Birth to Grade 2 educational setting. Curriculum development and lesson planning will address the social, emotional, cognitive and physical development, as well as the diverse ability levels of early childhood learners. Fee-\$45.00 **3 credits**

EDU 341 MATHEMATICS IN THE DIVERSE CLASSROOM BIRTH-GRADE 2/CHILDHOOD 1-6

Writing-Intensive Course

This course will consist of an examination of the curriculum goals, instructional strategies and materials for teaching mathematics in the elementary school (pre-school through middle school grades). It will focus on methods for making mathematics meaningful to children by promoting an active learning process, i.e., cooperative learning, collaborative grouping. The student will learn to develop learning experiences and conduct assessment reflecting the processes of growth and

development of the child. Attention is given to planning and teaching mathematical tasks and activities for students who are culturally diverse, those with limited English proficiency and those with special needs. Also, the students will learn how to use manipulatives to develop concepts and utilize instructional technology. New York State's Mathematics, Science and Technology Learning Standards and Elementary Common Core Curriculum and NCTM'S Curriculum and Evaluation Standards For School Mathematics will be studied in depth. Problem solving for all grades and age levels will be a major focus of the course. This course also helps to prepare candidates for the edTPA Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 329. Fee-\$60.00. **3 credits**

EDU 346 SCIENCE IN THE DIVERSE CLASSROOM BIRTH-GRADE 2/CHILDHOOD 1-6/ADOLESCENT 7-12

Writing-Intensive Course

This course is designed to prepare teacher candidates in science content as well as science education. Teacher candidates will develop the skills needed to plan and implement a series of active investigations with special emphasis given to understanding the science discovery method and science processing skills in preschool, elementary and early middle grades. The aim is to promote a sense of relatedness of science to other content areas, as well as to people and their daily problems. Students will relate science to literature, contemporary events, research, technology, safety and gain awareness that science is a lifelong way of thinking and investigating. Additionally, teaching science literacy skills of listening, speaking, reading and writing to native English speakers and students who are English Language Learners, including methods of enrichment and remediation, will be addressed. This course also helps to prepare teacher candidates for the edTPA Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 329. Fee-\$60.00. **3 credits**

EDU 351 SOCIAL STUDIES IN THE DIVERSE CLASSROOM BIRTH-GRADE 2/CHILDHOOD 1-6

Writing-Intensive Course

This course provides the teacher candidate with the knowledge, skills and dispositions necessary to know, understand and use major concepts and modes of inquiry from the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and an interdependent world in the preschool, elementary and early middle grades. Candidates will create and implement an integrated unit plan that reflects an understanding of the development of democratic values, basic principles of government and citizenship and cultural diversity. New York State Standards for Instruction and the Common Core State Standards will be analyzed. This course also helps to prepare candidates for the edTPA Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 329. Fee-\$60.00. **3 credits**

EDU 352 TEACHING DIVERSE LEARNERS

This course will offer an overview of the learning process, motivational techniques, communication skills and experiences of the adaptation of materials, instruction and assessment methods for the diverse learner. Teacher candidates will incorporate these skills in their student teaching experience as they learn to stimulate and sustain student interest, cooperation and academic growth. This curriculum will provide knowledge and ideas for collaborating and planning for academic interventions and coordinating with other school staff to assist students in reaching their learning potential. Differentiated instruction, classroom management and resources for teaching in urban settings are studied during the semester. This course also helps to prepare teacher candidates for the edTPA by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Fee-\$90.00. **3 credits**

EDU 355 FIELD EXPERIENCE IN A SCHOOL SETTING-CHILDHOOD/EC PROGRAM

This field experience will provide teacher candidates supervised experiences with two different age groups within the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in all content areas normally taught in the childhood classrooms with diverse student populations will be provided as well as opportunities for a gradual increase in the teacher candidate's responsibilities in the classroom. Childhood teacher candidates will be under supervision of certified master teachers. Evaluations will be based on field performance. A **nine** hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-\$90.00. **0 credit**

EDU 357 FIELD EXPERIENCE IN A SCHOOL SETTING-CHILDHOOD/SPECIAL EDUCATION PROGRAM

This field experience will provide teacher candidates with supervised experiences with two different age groups within the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in all content areas normally taught in the childhood classrooms with diverse student populations will be provided as well as opportunities for a gradual increase in the teacher candidates' responsibilities in the classroom. Childhood/Special Education teacher candidates will be under the supervision of certified master teachers. Evaluation will be based on field performance. A **nine** hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-\$90.00. **0 credit**

EDU 360 FOUNDATIONS OF EDUCATION FOR REGULAR AND SPECIAL EDUCATION TEACHERS

Writing-Intensive Course

This course presents an overview of the philosophical, historical and sociological influences, models and theories that provide the basis of American education. Special reference is made to outstanding educators and events that have affected general and special education movements. Teacher candidates are expected to develop a personal philosophy of education and to demonstrate an awareness of the interaction and interdependence of society and education by objectively analyzing and criticizing educational issues. Teacher candidates will examine variations in beliefs, values and cultures within society and the effect of these on schooling. They will also demonstrate competency in written, oral and technological skills. Prerequisite: Sophomore-level or higher. Open to majors and non-majors. Fee-\$45.00. **3 credits**

EDU 361 LAW AND PROFESSIONALISM IN INCLUSIVE SETTINGS

This course is designed to provide teacher candidates with an overview of the laws and policies governing regular and special education in the United States in terms of *GOALS 2000* and *IDEA '97*. The professional and pedagogical knowledge, skills and dispositions candidates need to be competent to work with diverse student learners will be examined. Current inclusionary techniques, technology tools, adaptive strategies, interventions and behavior modification vehicles for the special needs learner will be explored. Fee-\$45.00. **1 credit**

EDU 365 CRITICAL EXAMINATION OF ISSUES IN EDUCATION

Writing-Intensive Course

The course is designed to provide early childhood (Birth-Grade 2), elementary, (Childhood 1-6), secondary (7-12), and special education teacher candidates with a framework for critical examination of current issues affecting the modern classroom. Teacher candidates will learn to analyze and evaluate contemporary educational issues and research ideas based upon the knowledge gained in the course. The teacher candidate will acquire pedagogical knowledge, understanding and skills that include: Autism Spectrum Disorder; the impact of culture; heritage; socioeconomic level; personal health and safety; nutrition; past or present abusive or dangerous environments and how they impact the learners and the classroom. They will learn the skills in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco and other drugs and that fosters the health and learning of all students, and the development of sense of community and respect for one another. Tolerance, character, values, gender equity, prevention of school violence and multicultural issues as they pertain to learners from diverse backgrounds will be examined. They will also learn the importance of productive relationships and interactions among the school, home and community for enhancing student learning, including service learning and skill in fostering effective relationships and interactions to support student growth and learning. Teacher candidates will learn means for identifying and reporting suspected child abuse and maltreatment (including at least two clock hours of training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law.) The course provides an overview of education as an evolving system, an area of study and a field for professional growth. Topics will integrate

information concerning learning and evaluative activities appropriate for use with students from Birth-Grade 2/Childhood 1-6, and Adolescence 7-12. Prerequisite: Sophomore-level or higher. Open to majors and non-majors. Fee-\$90.00. **3 credits**

EDU 366 PRINCIPLES AND TECHNIQUES OF TEACHING ADOLESCENT STUDENTS IN THE DIVERSE CLASSROOM

This course builds on the theories and practices of EDU 329, and focuses on the skills and strategies needed for ensuring equity of education for all students in today's diverse society. Strategies for identifying categories of disabilities and remediation methods will be introduced. These skills will include the ability to facilitate language acquisition and literacy development and will include methods for improving reading and writing in the content areas. Methods for planning and implementing collaborative lessons with colleagues will be addressed. Classroom management theories that will assist candidates in developing their own philosophy of classroom management for future teaching responsibilities will be studied along with practice in developing behavioral supports and interventions for the classroom of diverse learners. Candidates will acquire effective methodology to address classroom diversity as it relates to gender, race, ethnicity and ability. Prerequisite: EDU 329. Fee-\$45.00. **3 credits**

EDU 368 FIELD EXPERIENCE IN A SCHOOL SETTING- ADOLESCENCE PROGRAMS

This field experience will provide teacher candidates supervised experiences with two different age groups within the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in content areas taught in the adolescent classrooms with diverse student populations will be provided, as well as opportunities for a gradual increase in the teacher candidate's responsibility in the classroom. Adolescent Education teacher candidates will be under the supervision of certified master teachers. Evaluation will be based on field performance. A **nine** hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-\$165.00. **0 credit**

EDU 369 FIELD EXPERIENCE IN A SCHOOL SETTING (SPECIAL SUBJECTS PROGRAMS: MUSIC EDUCATION AND VISUAL ARTS EDUCATION)

This field experience will provide teacher candidates supervised experiences in the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in the special subjects content areas are taught in the 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. Special subject teacher candidates will be under the supervision of certified master teachers. Evaluation will be based on field performance. A **nine** hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment,

(2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-\$165.00. **0 credit**

EDU 370 FIELD EXPERIENCE IN A SCHOOL SETTING- ADOLESCENCE/SPECIAL EDUCATION PROGRAM

This field experience will provide teacher candidates supervised experiences with two different age groups within the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in all content areas normally taught in the adolescent classrooms with diverse student populations will be provided, as well as opportunities for a gradual increase in the teacher candidate's responsibilities in the classroom. Adolescence/Special Education teacher candidates will be under the supervision of a certified master teacher. Evaluation will be based on field performance. A **nine** hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-\$165.00. **0 credit**

EDU 481 CHILDHOOD 1-6/EARLY CHILDHOOD BIRTH-2 STUDENT TEACHING

Developmental learning processes, cultural heritage and family factors will be considered in the full-time 14 week teaching semester. The teacher candidates will demonstrate mastery of competencies needed to implement interdisciplinary instruction and assessment in the diverse classroom. All teacher candidates will student teach under the supervision of certified master teachers in a field placement with three different age groups within the range of grade levels birth-6 (one placement in birth through K, one placement in grades 1-3 and one placement in grades 4-6). Evaluation of teacher candidates will be based on field performance as well as the ability to demonstrate knowledge of how to enhance learning through both reflective and collaborative practice on the childhood level. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 488. Fee-\$210.00. **8 credits**

EDU 482 CHILDHOOD/SPECIAL EDUCATION STUDENT TEACHING

Developmental and learning processes, cultural heritage and family factors of childhood/special education will be considered in the full time 14-week teaching semester. The teacher candidates will demonstrate mastery of competencies needed to implement instruction in the diverse inclusive classroom. Childhood/Special Education teacher candidates will student teach for one half of the semester in a general education classroom and one half of the semester in a special education/inclusive classroom. Experiences will be under the supervision of both a certified master education teacher and a certified master special education teacher. Field experiences will be with two different age groups within the range of grade levels 1-6 (one placement in grades 1-3, once placement in grades

4–6). Evaluation of teacher candidates will be based on field performance as well as the ability to demonstrate knowledge of how to enhance learning through both reflective and collaborative practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 488. Fee-\$210.00. **8 credits**

EDU 485 ADOLESCENCE STUDENT TEACHING

Developmental and learning processes, culture heritage and family factors of adolescence will be considered in the full-time teaching semester. The teacher candidates will demonstrate mastery of competencies needed to implement instruction in the diverse adolescent classroom. Adolescent teacher candidates will student teach in grades 7–9 for one half of the semester and in grades 10–12 for the remaining half of the semester under the supervision of a certified master adolescent education teacher. Field placement for adolescent education teacher candidates will be with age groups within the range of grade levels and subject areas for which candidates are being prepared to teach. Evaluation of teacher candidates will be based on field performance as well as the ability to demonstrate knowledge of how to enhance learning through both reflective and collaborative practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 488. Fee-\$210.00. **8 credits**

EDU 487 ADOLESCENCE/SPECIAL EDUCATION STUDENT TEACHING

Developmental and learning processes, cultural heritage and family factors of adolescence/special education will be considered in the full time teaching semester. The teacher candidates will demonstrate mastery of competencies needed to implement instruction in the diverse inclusive classroom. Adolescence/Special Education teacher candidates will student teach for one half of the semester in a general education classroom and one half of the semester in a special education/inclusive classroom. Experiences will be under the supervision of both a certified master education teacher and a certified master special education teacher. Field experiences will be with two different age groups within the range of grade levels 7–12 (one placement in grades 7–9, one placement in grades 10–12). Evaluation of teacher candidates will be based on field performance as well as the ability to demonstrate knowledge of how to enhance learning through both reflective and collaborative practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 488. Fee-\$210.00. **8 credits**

EDU 488 STUDENT TEACHING SEMINAR-ALL CERTIFICATION PROGRAMS

Student teaching experiences will be incorporated into learning modules with special emphasis on classroom management techniques, advanced questioning techniques, reflective teaching practices and professionalism. Opportunities will also be provided for discussion to encourage and develop understanding and skills in the dynamics of interaction with parents, community members, professional colleagues and other school personnel. The capstone experience of this seminar will be the creation of a professional portfolio by each participant that will document growth in knowledge of subject matter, pedagogy and effective instructional practices. Guest speakers will offer workshops on relevant educational issues and trends including topics such as parental relations, conflict resolution, safety education, occupational education and consumer science education. **1 credit**

EDU 489 MUSIC EDUCATION - STUDENT TEACHING

In the full-time student teaching semester, the Music teacher candidate will demonstrate mastery of competencies needed to implement instruction in the diverse special subject classroom. The experience will be consistent with the program philosophy, purpose and objectives established and monitored by the program faculty, and with learning outcomes specified and assessed regularly. This experience is accompanied by supervised weekly seminars conducted by faculty who have training and skills in the music education special subject areas and in the relevant pedagogy. Teacher candidates will have one placement in an elementary school and one placement in a middle or high school. Music education teacher candidates will teach under the supervision of a certified master teacher and relevant Division of Education and Music Department faculty. Evaluation of teacher candidates will be based on field performance as well as the ability to enhance learning through both reflective and collaborate practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 488. Fee-\$210.00. **8 credits**

EDU 490 VISUAL ARTS EDUCATION-STUDENT TEACHING

In the full-time student teaching semester, the Visual Arts teacher candidate will demonstrate mastery of competencies needed to implement instruction in the diverse special subject classroom. The experience will be consistent with the program philosophy, purpose and objectives established and monitored by the program faculty and with learning outcomes specified and assessed regularly. This experience is accompanied by supervised weekly seminars conducted by faculty who have training and skills in visual arts education special subject areas and in the relevant pedagogy. Teacher candidates will have one placement in an elementary school and one placement in a middle or high school. Visual arts education teacher candidates will teach under the supervision of a certified master teacher and relevant Division of Education and Visual Art Department faculty. Evaluation of teacher candidates will be based on field

performance as well as the ability to enhance learning through both reflective and collaborate practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 488. Fee-\$210.00. **8 credits**

GRADUATE-LEVEL COURSE DESCRIPTIONS FOR FIVE YEAR PROGRAM EDUCATION STUDENTS ONLY:

See the most recent Molloy College Graduate Catalog for full course descriptions and any fees. Credits vary.

English Courses

ENG 070 ENGLISH GRAMMAR

A survey of the elements of standard English grammar, including parts of speech, parts of the sentence, types of sentences, punctuation and common grammatical errors, with particular emphasis on application of correct grammar to composition. Required of all English and English education students unless they pass a qualifying examination. Passing grade for this course is "C" or higher. Three credit-hour equivalent. (Offered Fall, Spring, Summer) **0 credits**

ENG 090 COLLEGE PREPARATORY READING

A course designed to improve fundamental reading skills, including reading comprehension, vocabulary and spelling. Required of all whose SAT Reading Test score is below "450." Must be taken prior to ENG 100, 101 and 110. Minimum grade of "C" required. Students must attain at least a 10th grade reading level to pass and earn a "C" or better. ENG 090 must be repeated for any students who fail it. Three credit-hour equivalent. (Offered Fall, Spring) **0 credits**

ENG 092 ENGLISH LANGUAGE SKILLS FOR ACADEMIC READING I

(also ESL 092)

Minimum grade of "C" required. Three credit hour equivalent. Fee-\$40.00. **0 credits**

ENG 093 ENGLISH LANGUAGE SKILLS FOR ACADEMIC WRITING I

(also ESL 093)

Minimum grade of "C" required. Three credit hour equivalent. Fee-\$40.00. **0 credits**

ENG 100 INTRODUCTION TO COLLEGE COMPOSITION

A course designed to attack basic problems in formal writing and to introduce formal paragraphing and essay writing. A prerequisite for ENG 110 for students whose SAT Writing Test essay subscore is below an "8". To "pass" the course, a grade of "D" or better is required. This course is waived for students who transfer in ENG 110. (Course does not satisfy general education

requirement. Course may not be taken for a Pass/Fail grade.) (Offered Fall, Spring) **3 credits**

ENG 101 CRITICAL READING

Through a critical reading of literary and non-literary texts, this course explores the relationship among reading, writing, listening and speaking. Required of all students whose SAT Reading Test score is between "450" and "480." A minimum grade of "C" or better is required. Students must attain at least a 12th grade reading level to pass. (Does not satisfy general education.) (Offered Fall, Spring) **3 credits**

ENG 105 ENGLISH LANGUAGE SKILLS FOR ACADEMIC READING II

(also ESL 105)

A minimum grade of "C" or better is required. (Does not satisfy general education.) Fee-\$40.00. **3 credits**

ENG 106 ENGLISH LANGUAGE SKILLS FOR ACADEMIC WRITING II

(also ESL 106)

A minimum grade of "C" or better is required. (Does not satisfy general education.) Fee-\$40.00. **3 credits**

ENG 110 COLLEGE COMPOSITION

A program of writing designed to develop competence in the writing of clear expository prose and the research paper. Analysis of selected readings. Instruction in use of internet and library resources, including databases and print sources. Note: All English majors and Education majors must receive a grade of "B" or better in ENG 110. (Admission to course subject to approval by English Chairperson.) (Offered Fall, Spring, Summer) **3 credits**

ENG 117 ESSENTIALS IN AMERICAN STUDIES: INTERROGATING THE AMERICA(N)

This course focuses on the methods and concerns of American studies. Students will be exposed to the interdisciplinary study of literature and other cultural texts that directly or indirectly address the question of what "America" means and what it means to be an "American" in the United States and across the globe. Literary Period Course. (Offered Fall) **3 credits**

ENG 120 METHODS AND MATERIALS OF THE RESEARCH PAPER

An introductory course in the methods and materials used in the writing of the research paper. A short research paper will be required. The department strongly requires that English majors transferring to Molloy take ENG 120 during their first semester at Molloy. Instruction in use of internet and library resources, including databases and print sources. Note: All English majors and Education majors must receive a grade of "B" or better in ENG 120. (Offered Fall, Spring) **1 credit**

ENG 150 INTRODUCTION TO LITERATURE

Students will study literature from various historical periods and cultural traditions in order to gain a more global perspective. For this course, that perspective is defined as the ability to examine, negotiate and interrelate critically the differences

between historical periods and cultures. With that perspective, the class is consequently able to draw sharper insights into the ethical implications of social conflicts, diversity, national identity and assimilation. By studying literature in this global context, students learn to write papers that are deeply informed by their class reading, their research, and their personal reflections on these issues. Exposure to and exploration of poetry and drama both as literature and as meaningful experience. (Genre course.) **3 credits**

ENG 161 INTRODUCTION TO POETRY AND DRAMA

Exposure to and exploration of poetry and drama both as literature and as meaningful experience. (Genre course.) (Offered Fall) **3 credits**

ENG 162 SHORT STORY

The development and techniques of the short story; selected readings in Continental, British and American masters, with in-depth study of three or four. (Genre course.) (Offered Spring, Summer) **3 credits**

ENG 200 WRITING IN THE DIGITAL AGE: AN INTRODUCTION

An introduction to the purpose, importance and process of writing in the digital age, including blogs, web pages social media, news and public relations sites, and personal resume and e-portfolio sites. (Offered Fall) **3 credits**

ENG 222 INTRODUCTION TO LINGUISTICS

(formerly ENG 122)

A systematic study of the structure of language with emphasis on phonology, morphology, semantics and syntax. Passing ENG 070 or the Grammar Examination is a prerequisite for registering for this course. (Offered Fall) **3 credits**

ENG 226 INTRODUCTION TO NEW MEDIA

(also COM/NMD 243)

3 credits

ENG 228 WRITING FOR THE WEB

(also COM/NMD 228)

Writing-Intensive Course

3 credits

ENG 230 SCRIPTWRITING FOR MEDIA

(also COM 230; formerly ENG 130; formerly Script Writing for Broadcast and Telecast)

Writing-Intensive Course

(Advanced writing course.) **3 credits**

ENG 231 ADVANCED COMPOSITION

(formerly ENG 131)

The writing and criticism of formal and informal essays and various types of articles and reviews, designed to develop effective expository expression in an individual and personal style. Prerequisite: ENG 110 or equivalent. (Advanced writing course.) (Offered Fall) **3 credits**

ENG 232 CREATIVE WRITING

(formerly ENG 132)

A course designed to develop creativity in such forms as short story, informal essay and original verse. Prerequisite: Admission to course subject to approval of Chairperson. Prerequisite: ENG 110 or equivalent. (Advanced writing course.) (Offered Fall, Spring) **3 credits**

ENG 233 INTRODUCTION TO NEWSWRITING

(also COM 233; formerly ENG 133)

Techniques of writing news, features, editorials; experience in reporting, interviewing, writing. Prerequisite: approval of ENG or COM Chairperson. The department strongly recommends that students take CSP 116 concurrently with this course. Prerequisite: ENG 110 or equivalent. (Advanced writing course.) (Offered Fall 2018) **3 credits**

ENG 234 JOURNALISM PRACTICUM

(also COM 234; formerly ENG 134)

A workshop experience in newspaper publication, providing practical experience with campus publications or news bureau, with emphasis upon news reporting and news and headline writing, editing and layout. Formal classes in techniques: one hour per week; apprenticeship with campus publication or news bureau; a minimum of six hours per week. Prerequisite: ENG 233. (Advanced writing course.) (Offered Spring 2019) **3 credits**

ENG 235 FILM AND DRAMA CRITICISM

(also COM 235; formerly ENG 135)

Study of film and drama, with emphasis upon criteria for evaluating the aesthetic merits of each. Intelligent analysis and critical appraisal of individual films and dramas and writing of critical reviews, with special attention to the success with which each achieves artistic integrity. Prerequisite: approval of ENG or COM Chairperson, and ENG 110 or equivalent. (Advanced writing course.) (Offered Fall 2019) **1-3 credits**

ENG 236 EFFECTIVE BUSINESS WRITING

(formerly ENG 136)

Techniques of business writing, including the informal memo, the extended memorandum, the business letter and the report. Intended especially for students in business or students pursuing business programs. May not be used to satisfy the core requirement in English. Prerequisite: Admission to course subject to approval of the English Chairperson. The department strongly recommends that students take CSP 116 concurrently with this course. Prerequisite: ENG 110 or equivalent. (Advanced writing course.) (Offered Fall 2017) **3 credits**

ENG 237 PUBLIC RELATIONS WRITING

(also COM 255) (Advanced writing course.) **3 credits**

ENG 238 TECHNIQUES OF BUSINESS WRITING

Focus on selected business writing techniques, such as the business letter, report and memorandum. Prerequisite: ENG 110. (Offered Fall, Spring) **1 credit**

ENG 239A FROM BOOK TO FILM: WATCHMEN

This supplemental class will investigate the narrative decisions involved in “translating” a popular literary text into a popular film. Through analyses of these paired works, students will be able to argue for aesthetic, generic and cultural rationales behind any changes made. This course’s iteration of Book to Film will examine the quintessential revisionary graphic novel, *Watchmen* (1987), and the eventual Hollywood blockbuster, *Watchmen* (2009). **1 credit**

ENG 239B FROM BOOK TO FILM: THE PRINCESS BRIDE

This supplemental class will investigate the narrative decisions involved in “translating” a popular literary text into a popular film. Through analyses of these paired works, students will be able to argue for aesthetic, generic and cultural rationales behind any changes made. This course’s iteration of Book to Film will examine the fan-favorite fantasy film, *The Princess Bride* (1987), and the meta-literary romance novel that preceded it, *The Princess Bride: The Good Parts Version* (1973). **1 credit**

ENG 241 GREAT WRITERS OF ENGLISH LITERATURE I

(formerly ENG 141)

A survey of the scope, forms and variety of English literature through study of its chief figures, with attention to the relationship of literature to the intellectual currents of the time. First semester: Beowulf poet to Milton. (Offered Fall) **3 credits**

ENG 242 GREAT WRITERS OF ENGLISH LITERATURE II

(formerly ENG 142)

Dryden to the early twentieth century. (Offered Spring) **3 credits**

ENG 243 MAJOR AMERICAN WRITERS I

(formerly ENG 143)

A study of literary trends in America from the colonial period to the rise of realism, with focus on representative writers from each period. (Offered Fall) **3 credits**

ENG 244 MAJOR AMERICAN WRITERS II

(formerly ENG 144)

Writing-Intensive Course

A study of literary trends in America from realism to the contemporary period, with focus on representative writers from each period. (Offered Spring) **3 credits**

ENG 248 ONLINE JOURNALISM

(also COM 248)

(Offered Spring) **3 credits**

ENG 251 CONTINENTAL LITERATURE I: THE ANCIENT WORLD

(formerly ENG 151)

A study of selected Biblical, Greek and early Roman literary masterpieces, with emphasis on the epic and drama. Comparative analysis and critical appraisal of the works studied. (Offered Spring) **3 credits**

ENG 252 CONTINENTAL LITERATURE II: THE MIDDLE

AGES

(formerly ENG 152)

A study of selected literary masterpieces from late Roman and medieval continental literature. Comparative analysis and critical appraisal of the works studied. (Offered Fall 2017) **3 credits**

ENG 253 CONTINENTAL LITERATURE III: THE RENAISSANCE AND NEOCLASSICISM

(formerly ENG 153)

A study of selected continental literature from Cervantes to the French Revolution. Comparative analysis and critical appraisal of the works studied. (Offered Fall 2018) **3 credits**

ENG 254 CONTINENTAL LITERATURE IV: THE MODERN AGE

(formerly ENG 154)

A study of selected continental literature from nineteenth and twentieth centuries, with emphasis on Romanticism, Realism and Symbolism. Comparative analysis and critical appraisal of the works studied. (Offered Fall 2019) **3 credits**

ENG 255 LITERATURE IN THE DIGITAL AGE

A study of evolving genres of modern and online literature, including traditional and emerging forms, online writing communities and interactivity. (Offered Fall 2017) **3 credits**

ENG 258 ONLINE JOURNALISM

(also COM 248)

3 credits

ENG 262 CHILDREN’S LITERATURE

(formerly ENG 362)

An intensive study of children’s literature, with attention to plot, structure, characterization, language, literary technique and point of view. Genres studies include poetry, fable, myth, fairy tales, fantasy and folktales. This course is for Childhood Education majors only and will fulfill their Literature General Education. (Offered Fall, Spring) **3 credits**

ENG 263 MYTHOLOGY AND LEGEND

(formerly ENG 163)

An approach, through primary sources - Homer, Hesiod, Virgil, Ovid - to the myths of Greece and Rome, as well as a survey of world mythology. (Offered upon request) **3 credits**

ENG 270 LYCANTHROPY: A SPOTTER’S GUIDE

A survey of the various interpretations of werewolves and theriomorphs in literature and folklore. Highly recommended as a foundation course in mythology and legend. **1 credit**

ENG 271 MONSTER’S INK: WRITING THE OTHERS

From the thing under the bed to the beast within, from the freaks among us to the aliens at our borders, monsters have lurked in the shadows of English literature since there has been an English language. We will read and write about these monstrous

representations in mythic tales, novels, films, scientific journals and tabloids as we catalog, interpret and synthesize our various human reactions to these more-or-less than human hybrids, metamorphs and chimeras. In the broadest sense, this course asks: "Do we define monsters by ourselves or ourselves by our monsters?" **3 credits**

ENG 281H (HONORS) MODERN MINDS: REFLECTIONS ON A CHANGING WORLD

The course traces in selected literature major themes and ideas that helped shape modern western civilization. Topics will vary from year to year. Honors students only. (Offered Fall, Spring) **3 credits**

ENG 282 LITERARY CRITICISM

(formerly ENG 382)

Theory and practice of literary criticism from Plato to the present. Required for straight English majors. (Offered Fall 2017) **3 credits**

ENG 301 FEATURE WRITING

(also COM 301; formerly ENG 201; formerly Advanced Newswriting)

Emphasis is on the writing of features, editorials, investigative, interpretive and in-depth reporting. Prerequisite: COM/ENG 233. (Advanced writing course.) (Offered Spring 2019) **3 credits**

ENG 302 PHOTO JOURNALISM

(also ART 302, COM 302; formerly ENG 202)

Lab Fee-\$75.00. **3 credits**

ENG 310 CHAUCER

(formerly ENG 210)

Study of the man, his time and his language. Readings include *Troilus and Criseyde*, *Canterbury Tales* and other selections. (Major author course.) (Offered Fall 2018) **3 credits**

ENG 311 SHAKESPEARE

(also COM 311; formerly ENG 211)

Study and discussion of Shakespeare's representative comedies, tragedies and history plays, with attention to his power as a poet and as a dramatic craftsman. (Offered Spring 2018) **3 credits**

ENG 312 READINGS IN JOYCE

(formerly ENG 212)

A study centering on *Ulysses* but giving some attention to *Portrait* and other works. (Major author course.) (Offered Fall 2019) **3 credits**

ENG 313 MILTON

(formerly ENG 213)

A study of the major poetry of John Milton, including *Paradise Lost*, *Paradise Regained* and *Samson Agonistes*. (Major author course.) (Offered Fall 2020) **3 credits**

ENG 314 DANTE

(formerly ENG 214)

A study of the *Divine Comedy* in translation, with particular attention to the poem as the journal of a soul's conversion and

as the interpretation of the human journey in the light of values new-found. The philosophical and theological premises of the poem are considered, as are the literary judgments enshrined in it. (Major author course.) (Offered Fall 2017) **3 credits**

ENG 315 FAULKNER

A study of selected major short stories and novels of William Faulkner. (Major author course.) (Offered Fall 2018). **3 credits**

ENG 316 TOLKIEN

In this class, we will hone our skills as literary critics by immersing ourselves in the world of Middle-earth – J.R.R. Tolkien's alternate hairy-footed reality – and by reading *The Lord of the Rings* as serious literature. What is it about the world of Middle-earth that remains so compelling? Why do humans enjoy fantasy literature? Does Middle-earth as a creation satisfy Tolkien's own critical requirements? Would it matter if he didn't? As literary critics, we will read, discuss and parse Middle-earth with such question in mind. (Major author course.) **3 credits**

ENG 318 JANE AUSTEN

A study of the major novels of Jane Austen. (Major author course.) **3 credits**

ENG 321 READINGS IN MEDIEVAL ENGLISH LITERATURE

(formerly ENG 221)

A survey of the poetry and prose of Old and Middle English literature, excluding Chaucer. (Literary period course.) (Offered Fall 2019) **3 credits**

ENG 322 SEVENTEENTH CENTURY ENGLISH POETRY

(formerly ENG 222)

An introduction to the last years of the English Renaissance through a critical reading of the major poets: Donne, Herbert, Jonson and Marvell. (Literary period course.) (Offered Fall 2020) **3 credits**

ENG 323 RESTORATION AND THE EIGHTEENTH CENTURY

(formerly ENG 223)

A study devoted primarily to satire and criticism, concentrating on Dryden, Swift, Pope and Johnson, but including the drama of Congreve and Sheridan, with some attention to the rise of the periodical essay. (Literary period course.) (Offered Fall 2017) **3 credits**

ENG 324 PROSE AND POETRY OF THE ROMANTIC PERIOD

(formerly ENG 224)

Selected poetry, critical prose, and letters of Wordsworth, Coleridge, Byron, Shelley and Keats. (Literary period course.) (Offered Fall 2018) **3 credits**

ENG 325 VICTORIAN POETRY

(formerly ENG 225)

Study of representative Victorian poets, with emphasis on Tennyson, Browning, Arnold and Hopkins. (Literary period course.) (Offered Spring 2019) **3 credits**

ENG 330 ADVANCED SCRIPT WRITING FOR MEDIA

(also COM 330)

Prerequisite: COM 230. **3 credits**

ENG 331 ADVANCED CREATIVE WRITING

A course designed to further creativity in such forms as short story, novel, informal essay and original verse. Suggested prerequisite: ENG 232. (Offered Fall, Spring) **1 credit**

ENG 332 NINETEENTH-CENTURY ENGLISH NOVEL

(formerly ENG 232)

Introduction, through lectures, to the origin and development of the English novel in the eighteenth century. Study of a representative work of six major nineteenth-century English novelists. (Literary period or genre course.) (Offered Spring 2021) **3 credits**

ENG 333 TWENTIETH-CENTURY ENGLISH NOVEL

(formerly ENG 233)

Trends in the English novel since 1900. Study, in relative depth, of a representative work of six major novelists from Conrad to the present. (Literary period or genre course.) (Offered Spring 2018) **3 credits**

ENG 334 NINETEENTH-CENTURY AMERICAN NOVEL

(formerly ENG 234)

Development of the novel in nineteenth-century America. Study in relative depth of a representative work of six major novelists from Cooper to Crane. (Literary period or genre course.) (Offered Spring 2019) **3 credits**

ENG 335 TWENTIETH-CENTURY AMERICAN NOVEL

(formerly ENG 235)

Trends in the American novel since 1900. Study, in relative depth, of a representative work of six major novelists from Dreiser to the present. (Literary period or genre course.) (Offered Spring 2020) **3 credits**

ENG 336 POETRY SINCE WORLD WAR II

(formerly ENG 264)

A study of selected poetry in English written since 1945. (Literary period or genre course.) (Offered upon request) **3 credits**

ENG 337 FICTION SINCE WORLD WAR II

(formerly ENG 265)

A study of selected fiction in English written since 1945. (Literary period or genre course.) (Offered upon request) **3 credits**

ENG 338 IRISH LITERATURE

(formerly ENG 236)

A survey of Irish literature from its origins in Celtic mythology through centuries of religious, economic and social influences to present voices of Ireland in prose, poetry and drama. (Offered Upon Request) **3 credits**

ENG 341 HISTORY OF THE THEATRE

(also THA 341; formerly cross-listed with COM 341; formerly COM 241; ENG 241)

3 credits

ENG 343 RENAISSANCE DRAMA

(formerly ENG 243)

A study of selected masterpieces of Renaissance drama, including representative works of such men as Shakespeare, Kyd, Marlowe, Jonson, Webster, Beaumont and Fletcher, Massinger and Ford. (Literary period or genre course.) (Offered upon request) **3 credits**

ENG 344 MODERN AND CONTEMPORARY DRAMA

(formerly ENG 244)

Drama in Europe and America from Ibsen to present. (Literary period or genre course.) (Offered upon request) **3 credits**

ENG 345 BROADWAY AND BEYOND

(also COM 345; formerly Broadway Today; formerly ENG 245)

Direct experience of the New York theatre world with a view to enjoyment and critical evaluation of drama types currently being produced on the Broadway and Off-Broadway stages. Tuition does not include ticket and transportation expenses. (Genre course.) (Offered upon request) **3 credits**

ENG 349 ENGLISH THEATRE AND LITERARY TOUR

(also COM 349; formerly ENG 249)

Direct experience of the London theatre world with a view to enjoyment and critical evaluation of drama types currently in production on the West End and other London stages. Visits to places and shrines whose historic and/or literary significance enhances enjoyment, understanding and appreciation of the literature of England. (Genre course.) (Offered upon request) **3 credits**

ENG 350 HISTORY OF THE ENGLISH LANGUAGE

(formerly ENG 121)

The development of the English language, its technical formation and the principles of linguistic change through a study of representative literature. (Offered Fall 2019) **3 credits**

ENG 351 LITERATURE OF THE BIBLE

(formerly ENG 251)

Selected writings of the Old and New Testament studied as literature; Biblical poetry and prose. Influence of Bible translation on the English language. (Offered upon request) **3 credits**

ENG 352 BIBLE IN LITERATURE

(formerly ENG 252)

Biblical influences on literature and the literary imagination; selected works provide a basis for an investigation into the role the Bible plays in formation and interpretation of literary texts. Various areas, such as Biblical language, themes, images, metaphors and allusions, may be considered. (Offered upon request) **3 credits**

ENG 353 CODING FOR THE HUMANITIES

In this course, students will learn the coding languages of front-end web development (HTML, CSS, jQuery) in order to create their own websites, interactive maps and e-portfolios. Students will focus on multimodal writing (writing with images, text, video, etc.) and apply their coding skills to the creation of both creative and research-based writing projects. **3 credits**

ENG 354 BLOGS, ZINES AND E-BOOKS

In this course, students will learn how to use digital publishing platforms to create personal, independent and scholarly texts for digital venues. Moving from short form writing (blogs, micro-blogging, etc.) to long form writing (zines, e-books, etc.), students with focus on best practices for online publication, as well as content licensing and dissemination. **3 credits**

ENG 356 FILM ART

(also COM 356) **3 credits**

ENG 357 DIGITAL PUBLIC RELATIONS CAMPAIGNS

(also COM 357)

Writing-Intensive Course
3 credits

ENG 361 LITERATURE OF PEACE AND JUSTICE

(formerly ENG 261)

Study of selected masterworks in poetry, novel and drama designed to generate awareness of, and concern about, contemporary issues related to the areas of peace and justice. (Offered upon request) **3 credits**

ENG 363 AFRICAN-AMERICAN LITERATURE FROM 18TH CENTURY TO 1940

(formerly ENG 263 *African-American Literature*)

A study of the African-American literary tradition from the 18th century slave narratives through the cultural rebirth of the Harlem Renaissance. Representative African-American writers in all genres are read and interpreted in a historical context. (Offered Fall 2015) **3 credits**

ENG 364 AFRICAN-AMERICAN LITERATURE FROM 1940 TO THE PRESENT

A study of African-American poetry, short fiction, novels and drama from 1940 to the present. Representative contemporary African-American writers are read and interpreted in a historical context. (Offered Fall 2016) **3 credits**

ENG 365 LITERATURE AND THE CULTURE OF LIFE

(formerly *Literature: A Holistic Approach to Fullness of Life*)

Study of poetry, fiction, drama and film to provide insight into the psychological and philosophical principles of literature that explore the meaning and value of life. (Offered upon request) **3 credits**

ENG 366 LITERATURE FOR ADOLESCENTS

(formerly *Adolescent Literature*)

A study in-depth of literature for adolescent readers with

particular attention to genre, character and other story elements. (Offered Fall, Spring) **3 credits**

ENG 381 EXPRESSIVE WRITING AND HEALING

As a study of writing as an expressive art, this class examines the connective nature of writing and healing and gives students the opportunity to develop their writing skills and self-awareness through a variety of narrative forms. (Offered Fall, Spring) **1 credit**

ENG 383 SUPERHEROES: CAPES AND COWLS 101

This one-credit course surveys the various expressions and interpretations of superheroes (loosely defined) in popular culture. **1 credit**

ENG 384 A TASTE OF RUSSIAN LITERATURE

This is an introductory course in Russian literature in English translation. The course will include presentations and discussions on important themes in Russian literature and on major writers and their historical context. **1 credit**

ENG 385 NARRATIVES OF HEALING

As a study of the relational history of story, this class explores how the telling and writing of stories can offer insight and healing from a personal, cultural and community perspective. (Offered Fall, Spring) **1 credit**

ENG 386 PROJECTS IN CREATIVE WRITING

A course focused on the process of writing in which students enhance their creative skills developing projects in poetry and/or diverse genres of prose (short story, essay, novel). **1 credit**

ENG 397 E-PORTFOLIO DEVELOPMENT: PRIOR LEARNING AND ON-GOING LEARNING ASSESSMENT

This course is intended ONLY for individuals seeking Life Experience Credit and requires the approval of the Associate Dean of Undergraduate Academic Affairs. The course will provide an overview of electronic portfolio development of prior learning. Portfolios may be used to assess and compare learning with actual course requirements or job requirements. Students will learn to select, categorize and document their achievements and accomplishments for review and assessment related to academic placement and/or employment. They will evaluate knowledge and skills acquired from previous experience or training on the job, in the community, in military service, through travel or through personal development. Students will demonstrate comprehension and appreciation of life/work experiences and how those relate to prior experiences and they will demonstrate the ability and skill to develop a comprehensive electronic portfolio using Molloy College's Learning Management System (LMS), Canvas. Approval by the Office of Academic Affairs is required. (Offered Fall, Spring) Lab Fee-\$90.00. **3 credits**

ENG 469A, 469B ENGLISH INTERNSHIP I, II

All straight English majors in their Junior or Senior year must take an internship, which they select from the professional and business opportunities offered by the Office of Experiential

Learning. Students spend a minimum of 100 hours at the internship site and meet at least four times with the faculty supervisor. (Offered Fall, Spring, Summer) **3, 3 credits**

ENG 470 INDEPENDENT STUDY

(formerly ENG 291)

Open to students of superior competence who manifest potential for and interest in scholarly research and/or creative expression. Students may concentrate on a particular author, genre, period or other approved study under the guidance of a member of the English faculty. (Offered upon request) **1-3 credits**

ENG 491 ENGLISH SEMINAR

(formerly ENG 281)

Writing-Intensive Course

Methods and techniques of literary research. Investigation, report and discussion based on individual student's major research projects within area selected for study in the seminar. Required of all literature majors in senior year. A student registering for the seminar must submit a sample research paper with secondary sources incorporated in the text and the Works Cited page. The paper is due by April 15th for the fall semester or November 15th for the spring semester. The English faculty will determine whether the student needs additional preparation before beginning the seminar. (Offered Fall, Spring) **3 credits**

ENG 492 WRITING SEMINAR

Writing-Intensive Course

The production and critical explication of a substantial piece of writing (e.g., a work in creative nonfiction; a research paper on media and new media institutions or development; a critical assessment of a literary television or cinematic work; a series of poems or short stories; or significant progress in a novel). The seminar, required for writing concentration English majors, concludes with a collation and assessment of student's e-portfolio. (Offered Fall, Spring) **3 credits**

Environmental Studies Courses

ENV 101 INTRODUCTION TO ENVIRONMENTAL ISSUES

(formerly PHS 101)

Principles of environmental issues and an overview of global conditions such as carrying capacity, population trends, agricultural issues, energy issues, water and air pollution and hazardous waste. (Satisfies General Education). (Offered Fall, Spring) **3 credits**

ENV 140 OUR WORLD AND ITS FUTURE: OUR NATIONAL PARKS SYSTEM AND IT'S CENTENNIAL

The National Park Service System in the United States is mandated by congress to preserve our national natural and cultural resources for future generations. National Parks around

the world have modeled their national park systems after the U.S. system. Urban Parks, a relatively new addition to the traditional Parks, have been described as the "laboratories" or "templates" or how ecological restoration methods or techniques can foster a rebirth of the vibrant and dynamic ecological systems impacted by the urban landscape. This course will identify several diversity themes: diversity of pollution issues in urban environments; diversity of urban biological species/ecosystem types and the diversity of restoration techniques begin implemented over the last 30 years in a relatively newly established urban National Park Unit; both successes and failures. Satisfies General Education requirement. **3 credits**

ENV 460 INTERNSHIP

(formerly PHS 240)

An opportunity for undergraduate students to acquire practical and broadening experiences in off-campus sites including governmental and private agencies. Requires designated off-campus hours, adherence to the criteria specified by the cooperating agency and accountability to the Faculty sponsor and Chairperson of the Department. Completion of the off-campus hours during the Summer antecedes the Fall semester's or follows the Spring semester's classroom experience. Prerequisite: Overall grade point average (GPA) must be at least 2.77 and a GPA of at least 2.77 in Earth Science/Environmental Studies required courses. (Pass/Fail credit only.) **3 credits**

ENV 470 INDEPENDENT STUDY

(formerly PHS 291)

Advanced work on an individual basis under the direction of a departmental member. Prerequisite: Approval of Department Chairperson of plan of study. (Offered upon request) **1-3 credits**

ENV 497 ENVIRONMENTAL SEMINAR

(also ESC 497; formerly PHS 270; ENV/ESC 496)

Writing-Intensive Course

A study of a selected topic in science that investigates the reciprocal influence of scientific thought/scientific investigation and contemporary society. The investigation will demonstrate acquired knowledge of specific scientific research, methods and techniques, and critically analyze how such inquiry may raise questions that challenge social or moral standards and potentially reshape the design and direction of science. Required of all students matriculating BS (Earth and Environmental Studies; Environmental Studies concentration). Prerequisite: Senior-level status or approval of department Chairperson. **2 credits**

ESC - Earth Science Courses

ESC 115 ASTRONOMY

(formerly PHS 115)

The role that astronomy has played in enriching man's cultural and scientific heritage. Methods of observation and analysis used by astronomers. Experiments in physical measurements and a visit to a Planetarium. Two lecture hours and two lab



hours per week. (Satisfies general education.) (Offered Fall) Lab Fee-\$122.50. **3 credits**

ESC 125 PLANET EARTH

(formerly PHS 125)

A study of the processes that create change above, on and within our planet, such as the rock cycle, plate tectonics and meteorology. Two lecture hours and two lab hours per week. (Satisfies general education.) (Offered Spring) Lab Fee-\$90.00. **3 credits**

ESC 127 ROCKS AND MINERALS

This course will study the materials that make-up the earth: their origin and identification. (Satisfies general education.) (2 hour lecture and a 2 hour lab) **3 credits**

ESC 130 EARTH'S HISTORY

This course will study the ancient life of the Earth and its development through geologic time. (Satisfies general education.) (2 hour lecture and a 2 hour lab) **3 credits**

ESC 231 SHAPING THE EARTH

This course will examine the processes that construct, deposit and erode the planet. **3 credits**

ESC 233 WATER PLANET

This course will examine the nature and distribution of freshwater and saltwater environments found on the Earth. **3 credits**

ESC 235 GEOLOGY OF NEW YORK

This course will examine the geological structures that are found within New York State and Long Island. **3 credits**

ESC 239 EARTH'S ATMOSPHERE

This course will examine the dynamics of the envelope that surrounds the earth and how its end products, weather and climate, affect the Earth. **3 credits**

ESC 375 GIS/GPS AND THE EARTH

This course will explore the use of the geographical information system and global positioning system and their relationship to the mapping of the earth's resources. **3 credits**

ESC 460 INTERNSHIP

An opportunity for undergraduate students to acquire practical and broadening experiences in off-campus sites including governmental and private agencies. Requires designated off-campus hours, adherence to the criteria specified by the

cooperating agency and accountability to the Faculty sponsor and Chairperson of the Department. Completion of the off-campus hours during the Summer antecedes the Fall semester's or follows the Spring semester's classroom experience. Prerequisite: Overall grade point average (GPA) must be at least 2.77 and a GPA of at least 2.77 in Earth Science/Environmental Studies required courses. (Pass/Fail credit only) **3 credits**

ESC 470 INDEPENDENT STUDY

Advanced work on an individual basis under the direction of a departmental member. Prerequisite: Approval of Department Chairperson of plan of study. (Offered upon request) **1-3 credits**

ESC 497 EARTH SCIENCE SEMINAR

(also ENV 497; formerly PHS 270; ENV/ESC 496)

A study of a selected topic in science that investigates the reciprocal influence of scientific thought/scientific investigation and contemporary society. The investigation will demonstrate acquired knowledge of specific scientific research, methods and techniques, and critically analyze how such inquiry may raise questions that challenge social or moral standards and potentially reshape the design and direction of science. Required of all students matriculating BS (Earth and Environmental Studies; Earth Science concentration). Prerequisite: Senior-level status or approval of department Chairperson. **2 credits**

ESL - English as a Second Language Courses

ESL 092 ENGLISH LANGUAGE SKILLS FOR ACADEMIC READING I

(also ENG 092)

Minimum grade of "C" required. Three credit hour equivalent. Fee-\$40.00. **0 credits**

ESL 093 ENGLISH LANGUAGE SKILLS FOR ACADEMIC WRITING I

(also ENG 093)

Minimum grade of "C" required. Three credit hour equivalent. Fee-\$40.00. **0 credits**

ESL 105 ENGLISH LANGUAGE SKILLS FOR ACADEMIC READING II

(also ENG 105)

A minimum grade of "C" or better is required. (Does not satisfy general education.) Fee-\$40.00. **3 credits**

ESL 106 ENGLISH LANGUAGE SKILLS FOR ACADEMIC WRITING II

(also ENG 106)

A minimum grade of "C" or better is required. (Does not satisfy general education.) Fee-\$40.00. **3 credits**

ESL 125 INTERMEDIATE LISTENING/SPEAKING

(formerly EFL 125)

The goal of this course is to help students improve their listening skills, to diversify the kinds of strategies they use for lecture comprehension and to develop effective note-taking strategies. This course offers a review of the English systems of consonant sounds, vowel sounds, and stress, rhythm, and intonation. Students also have the opportunity to work on their ability to organize and present material in a formal speaking format. Fee-\$40.00. **3 credits**

ESL 135 INTERMEDIATE READING/WRITING I

(formerly EFL 135)

The goal of this course is to help students to fully utilize reading texts and develop reading skills, such as skimming, scanning and making inferences. The students will learn to use both bottom-up and top-down processes for reading strategies. Students are provided with instruction to help develop writing skills, which include editing and organizing to successfully complete college writing assignments. Fee-\$40.00. **3 credits**

ESL 136 INTERMEDIATE READING/WRITING II

This course is a continuation of ESL 135, and its goal is to further improve the students' reading and writing skills. Students are presented with different models of readings to develop receptive language and vocabulary. Student will perform different writing tasks that will focus on the writing process. Fee-\$40.00. **3 credits**

ESL 140 AMERICAN ENGLISH PRONUNCIATION

This course is designed for non-native speakers of English who are fluent in grammar, vocabulary and sentence structure, but have pronunciation difficulties. Through oral practice of American speech patterns and phonetics, students will learn to speak clearly, accurately and effectively and gain confidence in their oral expression. Fee-\$40.00. **3 credits**

ESL 145 ADVANCED LISTENING/SPEAKING

(formerly EFL 145)

This course is designed for students who need to perfect their listening skills. Instruction focuses on: subject matter comprehension, paralinguistic cues in academic interactions, cross-cultural differences and discourse, and organization of lectures. It also provides refinement of spoken English. The emphasis is on speech production, speech performance, sound/spelling correspondences and discriminating listening skills. Fee-\$40.00. **3 credits**

ESL 155 ADVANCED READING/WRITING

(formerly EFL 155)

This course is designed to help advanced students polish their reading strategies for processing texts. Skill areas include inferencing, critical analysis, predicting and evaluating points of view, and reading between the lines. The course provides students with a variety of text types such as summary, critique, argument and fiction. There is special emphasis on the organization, style and accuracy of academic writing and editing and correcting one's writing. Fee-\$40.00. **3 credits**

Ethics Courses

ETH 250 ETHICS: THEORY AND PRACTICE

(formerly PHI 250 Ethics; Theories and Principles; formerly Morality and Life)

An introduction to philosophical and/or theological moral theories, with attention to classical and contemporary perspectives, and to their application to current moral issues. (Sponsored by the Department of Philosophy and the Department of Theology and Religious Studies.) **3 credits**

ETH 252 SEXUAL ETHICS

(formerly PHI 195, PHI 252)

This course examines the human meaning of sex and sexuality and their ethical aspects. Some of the issues discussed in this course are the following: love, marriage, sex, gender, feminism, identity, commitment, intimacy, pornography and censorship. Other topics will be considered at the discretion of the instructor and the students. (Sponsored by the Department of Philosophy.) **3 credits**

ETH 254 ETHICS, JUSTICE AND SOCIETY

(formerly PHI 240, PHI 254; formerly Topics in Social Ethics; formerly Justice and Society)

An introduction to philosophical and/or Christian theological conceptions of justice, such as those based on maximizing happiness, a social contract, compassion, and sacred obligation and their application to contemporary social issues, such as income inequality, racial discrimination, human rights and the societal roles of business, religion, civic organizations and government. Recommended for students considering a career in law or criminal justice. (Sponsored by the Department of Philosophy and the Department of Theology and Religious Studies.) **3 credits**

ETH 255 ENVIRONMENTAL ETHICS

(formerly PHI 242, PHI 255)

What kind of moral obligations do human beings have to other living things and the rest of nature? The course explores moral issues that arise in our relationship to nature, particularly from philosophical and/or religious perspectives. Basic theories and tools of moral reasoning are introduced to understand and evaluate diverse viewpoints about the current and ideal state of human interaction with our environment. Issues examined may include global climate change, species extinction, resource depletion, pollution, waste and animal cruelty. (Sponsored by the Department of Philosophy and the Department of Theology and Religious Studies.) **3 credits**

ETH 257 BUSINESS ETHICS

(formerly PHI 256, PHI 257)

An introduction to the general theories of ethics applied to the business field. Topics include social responsibilities, environmental concerns, marketing, truth telling, employment, leadership, obligations to constituencies and the challenges and opportunities posed by capitalism. (Sponsored by the Department of Philosophy.) **3 credits**

ETH 258 MEDIA ETHICS

(formerly COM 258/PHI 258; formerly Communication Ethics)

An investigation of the problems of ethical and moral decision-making in mass communications and technology. (Sponsored by the Department of Philosophy.) **3 credits**

ETH 260 PROFESSIONAL ETHICS

This course introduces major theories of ethical decision-making and applies them to dilemmas likely to be encountered in the professional workplace. Topics include but may not be limited to social justice, rights and responsibilities, individuals and society, confidentiality, consent, diversity, advocacy, integrity and opportunities for transformational leadership. (Sponsored by the Department of Philosophy.) (Offered Fall/Spring) **3 credits**

ETH 278 CHRISTIAN SOCIAL ETHICS

(formerly THE 278; formerly Ethics: Methods and Issues; Moral Decision Making; formerly Contemporary Ethics; formerly Contemporary Christian Ethics)

This course surveys the origins and foundations of Christian social ethics, and examines its interaction with contemporary social ethical issues. The course first reviews how the biblical and early Christian traditions addressed various social ethical problems of the time. Then the course studies the recent development of Catholic and/or Protestant social ethics in the modern world, and explores how these sources address selected issues in current political, economic, ecological and social life. (Sponsored by the Department of Theology and Religious Studies.) **3 credits**

ETH 279 RELIGION AND GLOBAL MORAL ISSUES

(formerly IPJ 279 Traditions of Peace and Justice, formerly THE 279)

An examination of Christian and other religious sources which address the nature of peace and social justice, the origins of war and injustice and various strategies for overcoming these problems. Topics may include international inequalities, poverty and wealth, ecology, revolution and nonviolence. (Sponsored by the Department of Theology and Religious Studies.) **3 credits**

ETH 280H (HONORS) ETHICS AND CONTEMPORARY LIFE

(formerly PHI 380H Ethics: Theories and Applications)

An examination of general theories of obligation as applied to specific contemporary problems. The student will be introduced to major ethical theories, including: virtue-based, deontological and utilitarian standards. Life choices concerning issues of courage, moderation, wisdom, trust, authenticity, friendship, compassion and justice will be discussed. Controversial issues such as abortion, euthanasia, capital punishment, lying and truth telling, sexual morality, medical experimentation, citizenship, punishment, obligations to the disadvantaged and business and professional obligations are among those explored. (Sponsored by the Department of Philosophy or by the Department of Theology and Religious Studies.) **3 credits**

ETH 288 ETHICS AND HEALTH CARE

(formerly THE 288)

This course examines ethical theories, principles and

applications to the field of medicine. The nature, rights and individual dignity of the human person and basic principles of moral philosophy will be discussed. Topics may include death and dying, euthanasia, physician-assisted suicide, abortion, allocation of scarce medical resources, truth telling in the doctor-patient relationship, the right to medical care, informed consent, human experimentation and other contemporary problems. (Sponsored by the Department of Philosophy or by the Department of Theology and Religious Studies.) **3 credits**

ETH 318H (HONORS) BIOETHICS IN THE CONTEMPORARY WORLD

This course explores medical ethics from two perspectives: the critical analysis of recent bioethics literature and the impact for future health care professionals. Both theory and application will be considered, especially as they relate to informed consent, human personhood, allocation of resources, technological advancement, research methods, professional duties, interpersonal relations and compassion in the workplace. (Sponsored by the Department of Philosophy or by the Department of Theology and Religious Studies.) **3 credits**

ETH 470 INDEPENDENT STUDY

Specialized, self-directed study of a topic not available within scheduled courses, and under individual direction of a faculty member. Subject to Chairperson approval. (Sponsored by the Department of Philosophy or the Department of Theology and Religious Studies.) **1-3 credits**

GRADUATE-LEVEL COURSE DESCRIPTIONS FOR DUAL-DEGREE PROGRAM NURSING STUDENTS ONLY:

ETH 505 ADVANCED MEDICAL ETHICS

(formerly PHI 505, THE 505)

This course will focus on the study of general ethical theories, principles and applications in the field of medicine. Seminar topics include patient autonomy, consent, competency, technology, reproduction, genetics, death and dying, and more. This course is a graduate-level course for Master's level and Dual Degree Nursing students only that meets the Ethics general education requirement. It is not open to other undergraduate students. (Sponsored by the Department of Philosophy and/or the Department of Theology and Religious Studies.) (Offered Fall, Intersession, Spring, Summer) **3 credits**

Finance Courses

FIN 151 PERSONAL FINANCIAL MANAGEMENT I

(formerly BUS 151)

This application course is the first of three personal finance courses that provides the building blocks to achieve personal financial success. It is a hands-on interactive course that is a study of personal and family resources considered important in achieving financial success. This involves how people spend, save, protect and invest their financial resources and requires the student to create an online interactive personal financial plan and budget. (Offered Fall) **1 credit**

FIN 152 PERSONAL FINANCIAL MANAGEMENT II

(formerly BUS 152)

This application course is the second of three personal finance courses that focuses on investing, one of the building blocks to achieve personal financial success. It is a hands-on interactive course that provides an overview of how to get started as an investor. In this course, the students will build a personal investment plan and portfolio. (Offered Spring) **1 credit**

FIN 153 PERSONAL FINANCIAL MANAGEMENT III

(formerly BUS 153)

This application course is the third of three personal finance courses that focus on money management. It is a hands-on interactive course that provides an overview of how to manage your financial resources with emphasis on building and maintaining good credit, managing income taxes and effectively managing major purchases including vehicles and types of housing. (Offered Fall) **1 credit**

FIN 350 CORPORATE FINANCE

(formerly ECO 250, ECO 350 and BUS 350)

This course addresses the two primary concerns of a Chief Finance Officer (CFO): Capital Budgeting - how to select investment projects; and Capital Structure - how to finance the firm. Prerequisites: BUS 343 and ECO 251 or ECO 252. (Offered Fall, Spring) **3 credits**

FIN 379 INTERMEDIATE CORPORATE FINANCE

(formerly BUS 402)

This course prepares students to interpret and analyze financial statements for tasks such as credit and security analyses, lending, investment decisions and other decisions that rely upon financial data. Students develop a robust understanding of financial concepts and recording procedures and are able to interpret various disclosures in an informed manner. Students learn to compare companies financially, understand cash flow and grasp basic profitability issues and risk analysis concepts. Ultimately, students who complete this course develop a more efficient and effective approach to researching, interpreting and analyzing financial statements. Prerequisite: FIN 350. (Offered Spring) **3 credits**

FIN 380 INVESTMENT MANAGEMENT

(formerly BUS 380)

This course provides a framework for trading-off risk versus return in valuing stocks and bonds. In addition, this course evaluates how to aggregate securities into an optimal portfolio. Prerequisite: FIN 350. (Offered Spring) **3 credits**

FIN 381 RISK MANAGEMENT

(formerly BUS 381)

This course will provide a framework for making risk management and insurance decisions to increase business value and individual welfare. The course will familiarize students with insurance contracts and markets. Prerequisite: FIN 350. (Offered Fall) **3 credits**

FIN 383 BEHAVIORAL FINANCE

(formerly BUS 383)

This course will survey the evidence and use psychology to guide alternative theories of financial markets. The class will then explore the evidence for both views in the context of capital structure, investment, dividend and merger decisions. Prerequisites: ECO 251, ECO 252, FIN 350. (Offered Spring) **3 credits**

FIN 384 REAL ESTATE AND PROJECT FINANCE

(formerly BUS 384; Real Estate Finance and Investments)

This course relies on a case-study approach to an increasingly important field that requires excellent financial management skills. The course provides an overview of project finance employing the latest techniques for structuring transactions, including risk mitigation by financial intermediaries. Students will be introduced to substantial prioritization of tasks, policy formulation, the selection of world-class partners and on-the-ground operational skills necessary to ensure timely completion of construction, budget adherence and efficient start-up. Large investment project across a variety of geographic regions, industrial sectors and stages of project execution are examined, including relevant data on default and loss characteristics. Prerequisite: FIN 350. (Offered Fall) **3 credits**

FIN 387 GLOBAL FINANCIAL MARKETS

(formerly BUS 387)

This course focuses on international financial markets and exchange rates. Topics include pricing in the foreign currency and Eurocurrency markets, use of forward exchange for hedging, short-term returns and market efficiency in the international money markets, foreign currency options, international capital asset pricing, pricing of foreign currency bonds, currency swaps, Eurocurrency syndicated loans, foreign currency financing and exposure management. Prerequisites: ECO 320 and FIN 350. (Offered Spring) **3 credits**

FIN 388 FIXED INCOME MARKETS AND VALUATION

(formerly BUS 388)

This course focuses on Corporate Credit, Distressed Investments and Corporate Restructuring. It explores both the quantitative and qualitative elements of corporate credit and distressed analysis. While we will explore aspects of predicting financial distress, the more important portion of this course relates to the valuation and analysis of distressed firms and their outstanding securities – primarily bonds and bank loans. Discussion and analysis of the high yield, junk bond markets complements and distressed securities materials are covered. Reorganization in bankruptcy cases explore this unique period in a company's "life cycle." Prerequisite: FIN 379. (Offered Fall) **3 credits**

FIN 389 FUNDAMENTAL ANALYSIS AND COMPANY VALUATION

(formerly BUS 389)

This course will explore the tools used by analysts to evaluate the financial position of a business from an investment perspective. Employing the core principles of fundamental analysis, students will examine in detail how financial statements and strategic positioning are used to value a company. The course will touch on a variety of industries, with a focus on the consumer/retail space. Prerequisites: FIN 379. (Offered Spring) **3 credits**

FIN 403 CORPORATE TREASURY MANAGEMENT

(formerly BUS 403)

This course covers treasury management principles and practices used to manage a company's global liquidity, capital and risk management functions. Fundamental concepts of treasury management, working capital management and managing corporate global liquidity will be discussed. Prerequisites: ECO 315 and FIN 350. (Offered Fall) **3 credits**

French Courses

FRE 101, 102 BEGINNING FRENCH I, II

(formerly FRE 115, 125 French Conversation)

These are introductory courses that focus on the development of communicative proficiency in the French language. These courses afford students the opportunities to practice speaking, listening, reading and writing skills in French, as well as to gain knowledge and understanding of the culture. Particular emphasis is placed in the systematic mastery of vocabulary and conversational skills. FRE 101 is intended for students with little or no previous experience in the language. FRE 102 is intended for students who have taken FRE 101 or with 3 or more years of French at the secondary level. (Offered Fall, Spring) Fee-\$40.00 for each course. **3, 3 credits**

FRE 201 BEGINNING FRENCH III

(formerly Intermediate French; formerly FRE 135 Intensive French for Everyday)

This course is designed to reinforce and expand the necessary skills acquired in previous courses and to achieve the next step towards communicative proficiency. Emphasis is placed on the study of more advanced grammatical structures, vocabulary and idiomatic expressions. Students will read a variety of high-interest texts as well as experience videos, music, news broadcasts, etc., that provide models for discussion and writing and that are a means for understanding the contemporary Francophone culture. Prerequisite: FRE 102 or equivalent. (Offered Fall, Spring) Fee-\$40.00. **3 credits**

FRE 215 FRANCOPHONE CULTURES

An intermediate course, designed as a follow-up to French 201. The prime objectives of the course are to provide a lively and current background of the Francophone culture and to facilitate the enhancement of language skills. Representative texts in French such as literary works, newspaper articles, films, documentaries and interviews are studied to illustrate social patterns of the culture and regions. Prerequisite: FRE 201 or equivalent. (Offered upon request) **3 credits**

Freshman Studies Course

FST 101 COLLEGE EXPERIENCE

A participative exploration of the fundamentals of college life and the requirements a student is expected to meet in order to complete successfully the first year of studies. Topics treated will include, but not be limited to library use, course planning and registration, scheduling procedures and time management. The course follows a seminar format. Problem solving and decision-making strategies are incorporated into the sessions. Students who do not pass this course must repeat it. (Not required for transfer students with 30 or more transfer credits) (Offered Fall, Spring) Fee- \$40.00. **1 credit**

Geography Courses

GEO 200 INTRODUCTION TO GEOGRAPHY

(formerly PHS 111)

An analysis of key geographical concepts, both cultural and physical. Considers how such geographic factors as location, landforms, climate, soil and natural resources have shaped cultures and civilizations, and the role played by individuals and groups in gradually altering their environment. For History, Political Science, Childhood Ed/History, Adolescence Education/Social Studies, Earth and Environmental Science Majors only. Also for Environmental Science Minors. (Does not satisfy Science General Education.) (Offered Fall and Spring) **3 credits**

Gerontology Courses

GRN 201 INTRODUCTION TO GERONTOLOGY

(formerly GRN 101)

In spite of the overwhelming social denial of aging, major demographic changes are resulting in greater numbers of older adults. How can we begin to acknowledge these changes and the seismic impact on every societal structure? Multidisciplinary knowledge covering lifespan development, relationships, the aging body and mind, as well as the evolution of the spirit will form the basis for an introduction to aging. Selected works from fiction and non-fiction writings and films will supplement the text. Required for minor. Recommended as a preparation for upper level courses in Gerontology. (Offered Fall, Spring) **3 credits**

GRN 202 AGING AND NUTRITION

(formerly GRN 102)

Growing old is not an illness. However, passing years make

our bodies more vulnerable to disease. This course examines nutritional lifestyle options that reduce this vulnerability. The theories for a nutritional practice addressing the needs of the elderly are utilized for a holistic approach to wellness as we age. (Offered Fall) **1 credit**

GRN 228 AGING AND MENTAL HEALTH

The nature and problems of old age, common emotional problems, psychiatric disorders and special concerns of the disenfranchised elderly will be covered. The course presents treatment options including psychotherapies, behavioral therapies and drug therapies with exploration of life review and grief work. (Offered Fall, Spring) **3 credits**

GRN 234 PERSPECTIVES ON AGING THROUGH FILM

(formerly GRN 134; formerly Film Festival on Aging)

A long and rich history of film development covering multidisciplinary issues of growing old provides varied opportunities for focused explorations. Award winning films with diverse perspectives will structure the lecture, presentations and discussions on aging topics such as caregiving, women and aging, sexuality, lifestyle choices and living arrangements. (Offered Fall, Spring) **1 credit**

GRN 237 PSYCHOLOGY OF AGING

(also PSY 237) **3 credits**

GRN 240 INTRODUCTION TO ALZHEIMER'S DISEASE

A two day course designed to increase the students' understanding of how Alzheimer's disease affects the person and his/her caregiver(s). The course will focus on the disease process, difficult behaviors, communications skills, problem-solving and caregiver issues. **1 credit**

GRN 241 SUBSTANCE ABUSE AND THE ELDERLY

(formerly GRN 141)

Frequently neglected as a major factor in unsuccessful aging, substance abuse will be explored through progression, physiological changes, assessments and interventions. Students will develop perspectives that facilitate awareness of ways this abuse can complicate nutritional deficits, relationship difficulties, depression and a history of accidents and falls in the older population. (Offered Spring) **1 credit**

GRN 242 NETWORK OF CARE

(formerly GRN 142)

The "Aging Network" is comprised of thousands of organizations, ranging from large, complex area agencies to small neighborhood nutrition sites. This course explains the social and legal definitions of who is elderly, and prepares students to lead the way through the often perplexing maze of services, benefits and entitlements that make up the vast network of care. (Offered Fall, Summer) **1 credit**

GRN 244 CAREGIVING FOR ALZHEIMER'S DISEASE

This course is designed to increase the student's understanding of how Alzheimer's disease affects the person and his/her caregiver(s). The course will focus on the disease process,

difficult behaviors, communication skills, problem-solving and caregiver issues. **1 credit**

GRN 245 PALLIATIVE CARE

This elective prepares social workers for the basic skills needed to provide palliative care to seriously ill patients and their families. The course will also cover how to have discussions regarding end of life decisions. In addition, the history of palliative care, as well as medical, financial and the ethical ramifications will be discussed. This course will explore the settings in which palliative care is delivered, the roles of the interdisciplinary team members with a focus on the clinical skills needed to engage seriously ill patients, family members, other care providers and members of the interdisciplinary team. We will examine how to conduct assessments, understand advanced care planning and facilitate shared decision-making. This course will also cover self-care and how culture as well as spirituality play a role in the delivery of palliative care. **1 credit**

GRN 253 AGING IN SOCIETY

(also SOC 253)

(Offered Fall, Spring) **3 credits**

GRN 262 SOCIOLOGY OF DEATH AND DYING

(also SOC 262) **3 credits**

GRN 300 AGING-A MARKETING PERSPECTIVE

The ever-expanding population of older adults has produced a growing market for business entrepreneurs. This course explores the population, the opportunities and the skills for business development in service delivery to the elderly. An assessment and research perspective will be applied to a review of current business applications in health care, finance, environment design, advocacy and others. (Offered Spring) **3 credits**

GRN 312 BIOLOGY OF AGING

(also BIO 312; formerly GRN 212; BIO 212)

3 credits

GRN 327 GERIATRIC ASSESSMENT AND EVALUATION

(formerly also as NUR 327)

A review of normal aging, including physiological changes, and the prevention of disease and injury, will precede an exploration of the geriatric patient. Signs of disease, multiple causes of frailty, dementia, depression, medications and end of life issues will be explored from the perspective of caregivers, both professional and familiar. (Offered Spring) **3 credits**

GRN 328 GERIATRIC ASSESSMENT

This course provides an overview of the normal physiological changes in aging and their impact on functional health patterns. The focus will be assessing the changes that can impact wellness and the development of acute complications or the progression of chronic disease processes. Many physical, environmental, psychological and social events have significant effects on the daily functioning of older adults that differ from others in the community. This course will provide the knowledge and tools for assessing older adults in order to optimize their health, function

and quality of life. Comprehensive geriatric assessments are completed by various members of an interdisciplinary team and so emphasis will be placed on the need to recognize these alterations in patterns and to address them by incorporating the expertise of all team members. **1 credit**

GRN 352 PRACTICUM/FIELD PLACEMENT

(formerly offered for more credits as GRN 250, 350)

This course provides a supervised work experience with both well and frail elderly. The student is required to spend seven (7) hours per week in an agency approved by the Coordinator of Gerontology. The field experience is supplemented by a regularly scheduled integrative seminar. Students seeking the Minor must accumulate 100 hours. Applications with approval must be on file in the Gerontology Program prior to enrollment. Prerequisite: GRN 201. (Offered Fall, Spring) **3 credits**

GRN 470 INDEPENDENT STUDY

Focus of Independent Study under the direction of a Gerontology Department member. Chairperson's approval required. (Offered upon request) **1-3 credits**

History and Political Science Courses

POL POLITICAL SCIENCE

Refer to by subject under POL courses.

HIS 101 WESTERN CIVILIZATION I

The study of the rise and progress of Western Civilization from the achievements of Greece and Rome through the Middle Ages, Renaissance and Reformation. The geographic settings, as well as the significant trends in the political, social, economic, intellectual and cultural development of Europe will be analyzed. Required of History majors. (Offered Fall) **3 credits**

HIS 102 WESTERN CIVILIZATION II

The study of the development of Western Civilization from the Enlightenment to the present. The geographic settings, as well as the significant trends in the political, social, economic, intellectual and cultural development of Europe will be analyzed. Required of History majors. (Offered Spring) **3 credits**

HIS 111 AMERICAN CIVILIZATION I

A survey of the political, social, economic and cultural developments that have influenced the growth of the United States from the Colonial period to the Civil War. This course will analyze the impact of geography, institutions and ideas that shaped American Civilization, with emphasis on continuity, change and conflict in American society. (Offered Fall) **3 credits**

HIS 112 AMERICAN CIVILIZATION II

A survey of the political, social, economic and cultural developments that have influenced the growth of the United States from the Post Civil War period to the present. The

course will provide a geographic overview and will analyze the institutions and ideas that shaped American Civilization, with emphasis on continuity, change and conflict in American society. (Offered Spring) **3 credits**

HIS 213 CURRENT WORLD ISSUES

(also POL 213; formerly *Ethno-Political Landscape of the Contemporary World*) **3 credits**

HIS 216 HISTORY OF UNITED STATES FOREIGN POLICY

A consideration of the origins of American traditional foreign policy with the major emphasis on exploring the consequences of geography, political and economic decisions, and social pressures on America's diplomatic problems as America contracts and expands its participation in world affairs since 1900. (Offered Spring) **3 credits**

HIS 221 UNITED STATES SINCE WORLD WAR II

This course will examine the major political, economic, social and technological changes that have shaped contemporary American society. The impact of geography, economic ideas and political ideals on both domestic and foreign developments that have affected the role of the United States as a post-war superpower will be analyzed. (Offered Fall) **3 credits**

HIS 223 HISTORY OF LATIN AMERICA

An examination of the historical and geographical factors that have influenced the development of Latin American countries; contemporary social, economic and political conditions and challenges, as well as relations with the United States will be explored. (Offered Fall) **3 credits**

HIS 224 HISTORY OF THE CARIBBEAN

A study of the political, economic and social developments of the nations of the Caribbean from Columbus to Castro. The geographic setting, the colonial heritage and the cultural diversity of the region will be examined and the relations between the Caribbean nations, the United States, and Europe will be analyzed. (Offered Fall) **3 credits**

HIS 230 STUDY OF AFRICA

A survey of the history and geography of Africa, including the economic and political development of the continent. The North African civilizations as well as the cultures of Africa south of the Sahara will be discussed. Topics will include: Islamic history and traditions, tribalism, African nationalism, white minority rule, one party rule and apartheid. (Offered Spring) **3 credits**

HIS 232 MODERN CHINA

A study of China in the nineteenth and twentieth centuries. Topics include, the Western Powers in China, the revolutionary forces that brought the Empire to an end, and the modern period under the People's Republic of China. This course will examine the impact of geography on China's economic and political development in modern society. (Offered Fall) **3 credits**

HIS 233 HISTORY OF JAPAN

A study of Japanese civilization with an overview of the cultural and historic legacy and the importance of geography in the development of the nation. The course will concentrate on modern Japanese history and the remarkable economic and political transformation of Japanese society in the Post-World War II period. (Offered Spring) **3 credits**

HIS 234 REGIONALISM IN EUROPE AND ASIA

(also POL 234; formerly *History and Politics of European Integration*)

A theoretical and functional understanding of regionalization (economic integration within a region) and regionalism (the creation of institutions to promote such integration) using the European and Asian models as examples in contrast. The course will focus on the historical and institutional development of the European Union (EU), the Association of South East Asian Nations (ASEAN) and the Asian Pacific Economic Cooperation (APEC). Readings and discussions explore why states sacrifice sovereignty to create regional institutions to coordinate economic, financial and in some cases security policies. This approach offers students views of how and why regionalism differs from region to region due to each national, social, historical, political and ideological experience. (Offered Fall) **3 credits**

HIS 235 HISTORY AND POLITICS OF SOUTH ASIA: INDIA, PAKISTAN AND AFGANISTAN

(also POL 235; formerly *History of India*)

This course covers the Indian subcontinent's history from c. 1500 to the present. The course examines South Asian interests from regional and global perspectives with an analysis of the economic, political and security issues of Pakistan and Afghanistan. Students will gain a clear understanding of South and Central Asian politics and their applications to issues like empire, nationalism, non-violence, globalization, terrorism, ethnicity, development and cultural phenomenon such as tribalism, religion and caste. (Offered Fall) **3 credits**

HIS 236 HISTORY AND POLITICS OF SOUTHEAST ASIA

(also POL 236)

This course is a study of Southeast Asia in the nineteenth and twentieth centuries. Topics analyzed include the establishment of colonial regimes by Western powers, the political structures in the nineteenth and early twentieth centuries, international commerce, the state and society, religion and anti-colonial movements and the impact of nationalism and modernist reform. In the mid-twentieth century, war and peace in Southeast Asia bring an end to European colonial empires, the emergence of the political structures of independent states, economic and social as well as religious changes. In addition, the interplay of regionalism with issues of identity and unity in the context of post-independence nationalism, the beginning of the Cold War, the formation of the Association of South-East Asian Nations (ASEAN), the Non-Aligned Movement, the Second Indo-China War and international communism. The countries we discuss include Vietnam, Laos and Cambodia, Burma, Malaysia, Indonesia, the Philippines, Thailand, Singapore and Brunei. The course and Global-Learning Program trip in Thailand aim to increase our awareness of one of the most culturally diverse areas in the world today. (Offered Spring) **3 credits**

HIS 240 SUSTAINING SOCIETIES: HISTORICAL PERSPECTIVES

(also SOC 240)

A historical look at past societies that either thrived or collapsed based on decisions regarding their management of natural resources. **3 credits**

HIS 245 AMERICAN HISTORY THROUGH FILM

This course examines twentieth-century American culture and society through film. It critically assesses how American society is portrayed in popular films at different times and within various contexts. It will demonstrate how motion pictures have shaped and were shaped by the society in which they were made, and thereby provide new insights into the American past. (Offered Fall) **3 credits**

HIS 249 HISTORY OF MODERN RUSSIA

A survey of Russia in the modern era. The geographic and cultural influences, and the major political, economic and social developments in Russia from the Bolshevik Revolution to the present will be studied. (Offered Fall) **3 credits**

HIS 250 IRISH HISTORY

A study of Irish history and culture with a view toward understanding the Irish character. (Offered Spring) **3 credits**

HIS 253 HISTORY OF NEW YORK STATE

The study of New York State from the Colonial period to the present. Students will examine the diversity of the American past as represented and exemplified in the history of New York State. Emphasis will be placed on the major social, political, cultural and economic forces that shaped the development of the state and the impact of New York on the nation at large. (Offered Fall) **3 credits**

HIS 254 ANCIENT WORLDS

(also SOC 254; formerly HIS 154 and SOC 154) **3 credits**

HIS 260 LOW COUNTRIES AT THE CROSSROADS OF EUROPEAN HISTORY

A history of the Low Countries (Belgium and the Netherlands) from the 1st through the 20th centuries. Particular emphasis will be placed upon the golden ages of Flanders in the 16th century and the Netherlands in the 17th century and the impact of the Reformation and of the two world wars on the development of the Low Countries. Course includes overseas travel. Approval of Global Learning Office required. (Offered Spring) **3 credits**

HIS 263 THE RENAISSANCE IN NORTHERN ITALY

This course traces the history of the early modern European period from its roots in 1300 Medieval Italy through to the High Renaissance in the 1500's. Economic, social, cultural, political, artistic, scientific, philosophical and theological dimensions are explored. Course includes overseas travel. Approval of Global Learning Office required. (Offered Spring) **3 credits**

HIS 267 CLASSICAL ROMAN HISTORY

A survey of Roman civilization from the founding of the

Republic to the fall of the Western Empire in the 5th century. Course includes overseas travel. Approval of Global Learning Office required. (Offered Spring) **3 credits**

HIS 310 WOMEN IN AMERICAN HISTORY

(formerly HIS 110)

Explores the history of American women from the Colonial period to the present. Themes include motherhood, sexuality, work, women in public life, women's rights and the diversity of women's experience. (Offered Fall) **3 credits**

HIS 314 TWENTIETH CENTURY EUROPE

(formerly HIS 118 and HIS 214; formerly Modern Europe)

A survey of Europe from World War I to the present. The course will examine the major political, economic, social and intellectual forces and developments that have shaped the contemporary scene. (Offered Spring) **3 credits**

HIS 315 HISTORY OF MEDIEVAL EUROPE

(formerly HIS 115)

An examination of the culture and institutions of the medieval period and an analysis of the major forces that contributed to the development of western civilization during that era. (Offered Fall) **3 credits**

HIS 316 EMERGENCE OF MODERN EUROPE

(formerly HIS 116)

An interpretative study of the major political, military, social, religious, cultural, scientific and intellectual movements, together with the vital impact of geography and economic strategies upon the emergence of the modern European society from the Renaissance through the Napoleonic Era. (Offered Fall) **3 credits**

HIS 319 RESEARCH METHODS FOR HISTORIANS AND POLITICAL SCIENTISTS

(also POL 319)

Writing-Intensive Course

This course is designed for undergraduate history and political science majors. The course will sharpen the student's research and writing abilities through a range of single and multi-draft papers and reports and several individual and group presentations and projects and help prepare students for graduate school. This is a highly hands-on and Interactive course where the student will learn how to acquire and scrutinize primary and secondary source materials both within and outside the structured classroom time. Students will receive critiques from the instructor and benefit from group Review sessions of their work. The course will examine concepts used in qualitative research such as theories, hypotheses, independent and dependent variables, as well as basic quantitative techniques used to examine data with an emphasis on interpreting the results. (Offered Fall) **3 credits**

HIS 320 RACE AND ETHNICITY IN AMERICAN HISTORY

(formerly HIS 220; formerly History of Race and Nationality in American Life)

This course describes the assimilation of the different racial, religious, ethnic and national groups into the political, social

and cultural life of the United States. Specific attention will be paid to the contributions each has made to the development of America. (Offered Fall) **3 credits**

HIS 321 TERRORISM

(also POL 321) (Offered Fall) **3 credits**

HIS 322 RISE OF THE AMERICAN CITY

The destiny of the United States has been intimately connected to the growth and vitality of its cities. The American city has both shaped and mirrored the nation as a whole. As laboratories of modern life, American cities have faced the phenomena of industrialization, mass immigration, class struggle, progressive reform, racism, cultural dynamism, ecological degradation, physical decay and urban renaissance. Their responses to these ongoing challenges have varied widely, yet collectively they have impacted American society in a most profound way. The course is generally constructed chronologically, with a periodic focus on specific urban case studies. The semester begins with an examination of the earliest American cities in the colonial era, and proceeds to the rise of the metropolis in the nineteenth century. The metropolis created new opportunities as well as new problems, and the course will examine the challenges of urbanism in the nineteenth and twentieth centuries. This course will integrate American political history, economic history, social history and technological change. By using in depth case studies, general trends and concepts will become specific and concrete for the learner. (Offered Fall) **3 credits**

HIS 323 AMERICAN PRESIDENTS

(formerly *The Modern Presidency; Presidential Leadership in the 20th Century*)

Starting at the onset of the 20th Century, this course explores the evolution of the modern American presidency with its expansion of responsibilities, power and influence. Particular attention will be given to the president's historic role in delineating and responding to issues of foreign policy, economic policy, social welfare and citizenship. (Offered Spring) **3 credits**

HIS 329 POST-FRANCO SPAIN

(also SPA 329; formerly SPA 439) **3 credits**

HIS 336 HISTORY OF MODERN GERMANY 1789-PRESENT

This course explores the history of Germany through the internal conditions of that country and then their ramifications for the world at large. German culture and thought will be emphasized with the goal of understanding the paradoxical history of this country. (Offered Spring) **3 credits**

HIS 340 HISTORY AND POLITICS OF THE MIDDLE EAST

(also POL 340)

This course examines the history and politics of the Arab countries of the Middle East, as well as Israel, Turkey and Iran with major emphasis on the period since the First World War. Topics included are: colonialism and nationalism, the creation and transformation of the modern states, politics of oil, regional wars and the Arab-Israeli conflict. (Offered Spring) **3 credits**

HIS 344 THE VIETNAM WAR

This course provides a comprehensive study of America's longest war. Beginning with the French colonial background, the course then proceeds to address the political, diplomatic and military aspects of the conflict from the Roosevelt to the Ford administrations and beyond. Special emphasis is placed upon the strategic and tactical contexts in which major decisions were made. The course concludes with a review of the political and cultural aftermath of the war up to the present time. (Offered Fall) **3 credits**

HIS 460, 461 HISTORY INTERNSHIP I, II

Internship in historical settings on both the local and state levels. Students are required to spend 100 hours at the internship site and meet at least four times during the semester with the professor. Approval of Department Chairperson required. (Offered Fall, Spring) **3, 3 credits**

HIS 470 INDEPENDENT STUDY

(formerly HIS 291)

Independent study in the area of the student's special interest. Directed readings and discussions with a member of the department. Formal meetings once a week. Prerequisite: Permission of Department Chairperson and a 3.00 average in History. (Offered upon request) **1-3 credits**

HIS 490 HISTORY SEMINAR

Writing-Intensive Course

The study of a major topic of historical importance through appropriate readings, media presentations and group discussions. The seminar will require students to prepare a research paper reflective of the proper research methodology, documentation and organization of the writing project examined in the course. Limited to Junior and Senior History Majors. Prerequisite: HIS/POL 319. (Offered Spring) **3 credits**

HSL - Health Service Leadership Courses

HSL 300 OVERVIEW OF HEALTH CARE SYSTEMS

(formerly HSL 200)

This course provides an overview of the U.S. health care delivery system. The various types of health care settings, their services and organizational issues, and the regulatory concerns each must address are also examined. (Offered Spring) **3 credits**

HSL 302 HEALTHCARE INFORMATION MANAGEMENT

(formerly HSL 202)

The purpose of this course is to make students aware of the need to understand the uses of computer systems in the healthcare field. Basic hardware and software used in information management, and exposure to systems development will be discussed. Emphasis will be given to data management and information systems through the life cycle concept as applies in the healthcare environment. Case studies are used where

appropriate. Pre- or Corequisite: HSL 300. **3 credits**

HSL 306 HEALTH SERVICES-ORGANIZATION AND LEADERSHIP

(formerly HSL 206)

This course is intended to provide students with an understanding of the health care systems organizational theories and structures. Strategic planning and perspectives regarding effect leadership, including but not limited to: motivation of staff; conflict management; marketing and negotiation; purchasing; effective communications; managing groups and teams; interviewing techniques; writing job description; performance appraisals and disciplinary processes. Students apply theories to actual situations in health sciences education through the use of case study analysis. Pre- or Corequisite: HSL 300. **3 credits**

HSL 404 FINANCIAL MANAGEMENT IN HEALTHCARE ORGANIZATION

(formerly HSL 204)

This course is designed to introduce students to cost accounting and management control concepts and uses for health services organizations. The first part of the course develops a basic knowledge of cost accounting. The remainder of the course focuses on management control structure and process and addresses topics such as responsibility accounting, budgeting, reporting and variance analysis. Case studies are used where appropriate. Pre- or Corequisite: MAT 115 and HSL 300. **3 credits**

HSL 410 LEGAL ISSUES IN HEALTH SERVICE LEADERSHIP

(formerly HSL 210)

This course examines the various legal issues encountered in the healthcare environment. Topics include both state and federal laws applying to such areas as discrimination, hiring practices, ADA, malpractice, confidentiality and patient rights. Specific case examples will be utilized. Pre- or Corequisite: HSL 300. **3 credits**

HSL 412 RESEARCH FOR THE HEALTH PROFESSIONAL

(formerly HSL 212)

Writing-Intensive Course

This course is an introductory exploration of research in the field of health care. The course will enable the student to identify a variety of research modalities, identifying a topic for research, literature review, collection of data and analysis. It is designed to enable the student to critically assess research literature and acquire a basic understanding of research methodology. Selected articles will be reviewed as appropriate. Pre- or Corequisite: HSL 300. **3 credits**

HSL 420 REGULATORY AFFAIRS

Health care regulatory agencies monitor health care practitioners and facilities, provide information about industry changes, promote safety and ensure legal compliance and quality services. Federal, state and local regulatory agencies often establish rules and regulations for the health care industry, and their oversight is mandatory. Some agencies, such as those for accreditation, require voluntary participation but are important because they provide rankings or certification of

quality. This course will investigate the many regulatory bodies that influence health care policy. **3 credits**

HSL 490 SEMINAR IN HEALTH SERVICE LEADERSHIP

(formerly HSL 250)

This course serves as a capstone experience for the senior student in the Health Service Leadership program. Contemporary issues in health services will be explored along with future career goals. A research project, in a current area of interest, will be required of each student. Pre- or Corequisite: HSL 300. (Offered Spring) **3 credits**

HSL 496 INDEPENDENT STUDY IN HEALTH SERVICE LEADERSHIP

This course provides independent study in an area of interest as approved by the program director, under guidance of a faculty sponsor. (Offered Upon Request) **1-3 credits**

Honors Course

HON 300H (HONORS) CAPSTONE EXPERIENCE

The seminar class is offered in the student's final semester of the Honors Program. It is here that the student begins the process of cultivating and synthesizing their academic, cultural, social and service experiences in the development of a final project. Honors students will complete an honors capstone project of their own design under the mentoring of an Honors Program faculty member. This opportunity will allow the student to work closely with Honors Program faculty to begin creating a project that integrates and builds on the Honors Program curriculum and experiences as it relates to their interests and career goals. The Honors Program students are given the privilege to share their insights with the Molloy community and have the option to submit their work to the National Collegiate Honors Council. All Honors Program students must complete a capstone project in order to graduate with Honors Program distinction. (Offered Fall) **1 credit**

Interdisciplinary Studies Courses

Courses will be prescribed in conjunction with the Chairperson of each selected discipline and the Chairperson for Interdisciplinary Studies.

INT 460 INTERDISCIPLINARY STUDIES INTERNSHIP

An opportunity for semester or summer involvement in selected professional organizations related to integration of concentrations and preparation for graduate school and/or employment. Department personnel and appropriate personnel in cooperating organizations will supervise students.

In addition to 120 hours at the approved organization, each intern will meet with his/her faculty supervisor four times during the semester. (Offered Fall, Spring) **3 credits**

INT 470 INDEPENDENT STUDY

(formerly INT 291)

Research project or paper in a specialized area of Interdisciplinary Studies. Prerequisites: Permission of Chairperson, 3.00 index. (Offered as required) **1-3 credits**

INT 499 INTEGRATIVE SEMINAR IN INTERDISCIPLINARY STUDIES

(formerly INT 288)

Writing-Intensive Course

To complete this major each student will be expected to integrate courses/areas of concentration he/she has taken. An in-depth interdisciplinary project or paper must be pursued. Presentations will be both oral and written. Each seminar student will be individually advised by the instructor. (Offered Fall, Spring) **3 credits**

Italian Courses

ITA 101, 102 BEGINNING ITALIAN I, II

(formerly ITA 115, 125 Italian Conversation)

These are introductory courses that focus on the development of communicative proficiency in the Italian language. These courses afford students the opportunities to practice speaking, listening, reading and writing skills in Italian, as well as to gain knowledge and understanding of the culture. Particular emphasis is placed in the systematic mastery of vocabulary and conversational skills. ITA 101 is intended for students with little or no previous experience in the language. ITA 102 is intended for students who have taken ITA 101 or with 3 or more years of Italian at the secondary level. (Offered Fall, Spring) Fee-\$40.00 for each course. **3, 3 credits**

ITA 201 BEGINNING ITALIAN III

(formerly Intermediate Italian; formerly ITA 135 Italian for Everyday)

This course is designed to reinforce and expand the necessary skills acquired in previous courses and to achieve the next step towards communicative proficiency. Emphasis is placed on the study of more advanced grammatical structures, vocabulary and idiomatic expressions. Students will read a variety of high-interest texts as well as experience videos, music, news broadcasts, etc., that provide models for discussion and writing, and that are a means for understanding the contemporary culture of Italy. Prerequisite: ITA 102 or equivalent. (Offered Fall, Spring) Fee-\$40.00. **3 credits**

ITA 215 INTERMEDIATE ITALIAN CONVERSATION

(formerly Cultures of Italy)

This course is designed to reinforce oral expression and comprehension. Spoken Italian is stressed by a review of

grammar and idiomatic strategies for self-expression and the expression of ideas on cultural topics of current interest. Materials used include journalistic texts, films, short stories and songs. ITA 201 may be taken concurrently with this course. Prerequisite: ITA 102 or equivalent. (Offered Fall, Spring) **3 credits**

ITA 305 READING AND WRITING ITALIAN

This course is designed to prepare the intermediate students of Italian to further advance their knowledge of the language and culture and acquire reading and writing skills in Italian. This course has a particular emphasis in practicing reading and writing as a process and a means of developing critical thinking while exposing the students to different genres: expository prose, editorials and opinion, fiction, poetry and drama. It offers a review of grammatical structures and syntax, as well as textual analysis. Prerequisite: ITA 201 or 215. **3 credits**

ITA 310 CONVERSATION SKILLS

This course affords the students the opportunity to develop and further advance their oral communication skills. Through oral practice of Italian speech patterns and pronunciation, students will learn to speak clearly, accurately and effectively and gain confidence in their oral expression. Prerequisite: Chairperson's approval. **1 credit**

ITA 311 WRITING SKILLS

This course provides the students with the writing techniques to enhance and further develop their written communication skills. This hands-on course includes the review of Italian punctuation and spelling rules, and the fundamental grammatical structures that interfere with the writing process. Students will have the opportunity of practicing different writing genres: description, narration, reporting, argumentation and exposition. Prerequisite: Chairperson's approval. **1 credit**

ITA 312 ITALIAN CULTURE

This course offers the student an introduction to the cultures of Italy from a variety of perspectives: its history, geography, society, arts, popular culture, folklore and political and value systems, its role as a member of the European Union, and, in a larger scope, its place in the global community. This course is an exploration of Italy that goes back in time in order to study its cultural origins and historical evolution and to analyze the factors that have made Italy what it is today. Prerequisite: ITA 305 or Chairperson's approval. **3 credits**

ITA 325 CONTEMPORARY ITALY

The course introduces students to contemporary Italian culture, society and politics focusing in particular on those features that are peculiar to Italy. Course topics include Italian cinema, Italian applied arts (fashion and graphics), Italian theatre, television and music, as well as important current social and political events. By the end of the course, students will be familiar with the fundamental contributions of contemporary Italian culture and fit contemporary Italy into the broader framework of contemporary European and world political history. Prerequisite: ITA 305 or 312 or Chairperson's approval. **3 credits**

ITA 330 STUDY ABROAD: ITALIAN GRAMMAR AND COMPOSITION I

A Study Abroad course in Italian to develop communication skills by building grammar, reading and writing skills. **3 credits**

ITA 331 STUDY ABROAD: ITALIAN CONVERSATION AND CULTURE I

A Study Abroad course in Italian to further develop communications skills through speaking, listening, while exploring the Italian culture. **3 credits**

ITA 335 STUDY ABROAD: ITALIAN GRAMMAR AND COMPOSITION II

A continuation of study at a more advanced level than ITA 330, this Study Abroad course in Italian further develops communication skills by building grammar, reading and writing skills. **3 credits**

ITA 336 STUDY ABROAD: ITALIAN CONVERSATION AND CULTURE II

A continuation of study at a more advanced level than ITA 331, this Study Abroad course in Italian further develops communications skills through speaking, listening, while exploring the Italian culture. **3 credits**

ITA 410 CONTEMPORARY ITALIAN LITERATURE

This course introduces the student to the most important and influential artistic and ideological movements and authors of the twentieth and twenty-first centuries in Italy. The selection of works is varied in order to encompass different genres (novel, short story, poetry and drama) and worldviews, and to exercise different critical and analytical approaches to the texts. Prerequisite: ITA 305 or Chairperson's approval. **3 credits**

ITA 420 ITALIAN FILM

This course provides students with an introduction to the cinema of Italy. Its main focus is the exploration of the Italian culture, history, society and worldviews as represented in a wide selection of Italian films. Prerequisite: ITA 305 or Chairperson's approval. **3 credits**

Legal Studies Courses

Refer to by subject under CRJ courses.

LGL 103 INTRODUCTION TO LEGAL STUDIES

(formerly CRJ 103 Introduction to Legal Studies)

This course provides the student with a foundation in the basics of law. The course will cover the development of the legal system and students will be introduced to various topics in law. The client process and legal terminology are covered as preparation for the paralegal profession and the legal field. (Offered Fall, Spring) **3 credits**

LGL 201 PROFESSIONAL RESPONSIBILITY AND THE LAW

This course is designed to familiarize students with the New York Rules of Professional Conduct, the New York Code of Professional Responsibility, and the Canons and Codes of the National Association of Legal Assistants (NALA) and National Federation of Paralegal Association (NFPA). The course will also establish an awareness of common ethical issues faced by paralegals and attorneys. Pre- or Corequisite: LGL 103. **1 credit**

LGL 202 FAMILY LAW

This course covers the basics of family law practice in New York State, with an emphasis on the formation and dissolution of marriage. Matrimonial causes of action are discussed, as well as equitable distribution of property, custody, support and tax consequences. Pre- or Corequisite: LGL 103, 301. **1 credit**

LGL 203 PROBATE LAW

This course seeks to familiarize students with the theory and practice of probate law, as well as how to administer an estate. Probate court rules, procedures and preparation of the forms, documents and questionnaires utilized by paralegals in these areas will be introduced. Pre- or Corequisite: LGL 103, 301. **1 credit**

LGL 204 REAL PROPERTY LAW

This course addresses the basic principles of real property law as well as the practical skills needed by the legal professional to handle real estate closings. Forms and documents utilized by paralegals are explored in drafting exercises. Pre- or Corequisite: LGL 103, 301. **1 credit**

LGL 205 TORT LAW

This course gives students an overview of negligence, intentional torts, strict liability and products liability, examining the elements of, and defenses to, causes of action in tort. Students will read and analyze cases and apply them in hands-on exercises. Pre- or Corequisite: LGL 103, 301. **1 credit**

LGL 206 LAW OFFICE MANAGEMENT

Students are introduced to practical and theoretical problems dealing with work product and workflow in the law office environment. Students will learn about the law office-client relationship, case management and the benefits of establishing a records retention policy. Pre- or Corequisite: LGL 103, 301. **3 credits**

LGL 207 ALTERNATIVE DISPUTE RESOLUTION

This course will study the field of Alternative Dispute Resolution (ADR) as compared to, and contrasted with, the traditional judicial system. Students will explore various mechanisms utilized to resolve disputes and will also engage in practical applications of learned material. **1 credit**

LGL 208 IMMIGRATION LAW

Students will study U.S. immigration law and policy. Topics include: the Immigration and Nationality Act and other relevant laws; family-based and employment-based nonimmigrant

(temporary) and immigrant (permanent residence/green card) criteria; policy of asylum and refugee law; waivers of inadmissibility and deportability; U.S. citizenship and naturalization; and recent developments in immigration law. **1 credit**

LGL 209 PRE-EMPLOYMENT SKILLS

This course offers students practical advice on creating a professional résumé that emphasizes education and transferable skills. Interview techniques, soft skills, professional demeanor and job search strategies are discussed. **1 credit**

LGL 210 ELDER LAW

As we are living (and working) longer, we will look at the changing role of older persons today. Introduction to topics in the field of Elder law, including: advance planning for legal matters; Medicare, Medicaid and supplemental health insurance; long term care and various types of nursing home; funeral planning; issues to consider when working with the elderly and with family members. **1 credit**

LGL 211 ELECTRONIC DISCOVERY SKILLS

Students will be introduced to a variety of e-discovery skills. They will become familiar with how the litigation cycle is tracked, discovery project management methodology and the art of the electronic search. **1 credit**

LGL 301 LEGAL RESEARCH AND WRITING

(formerly CRJ 301 Legal Research)

Students will be introduced to the fundamentals of legal research, developing an understanding of, and familiarity with, the methodology of legal research, including conceptual issue recognition and technical knowledge of source materials. Students research both primary and secondary sources. This research is applied to develop writing skills through preparation of various legal documents. Pre- or Corequisite: LGL 103. (Offered Fall, Spring) **3 credits**

LGL 302 LITIGATION

This course will assist students in developing an understanding of the law of civil litigation with a focus on New York practice. It includes an explanation of the roles within the legal team before, during and after trial. Students are introduced to pleadings, bills of particulars, motion papers and discovery requests and produce their own related work product. Pre- or Corequisite: LGL 103, LGL 301. **3 credits**

LGL 303 TECHNOLOGY AND THE LAW OFFICE

This course will introduce the student to the essentials of online legal research, by framing issues, choosing keywords, using Boolean search techniques and refining searches on premium databases such as LexisNexis. This course will also provide "hands-on" instruction on applications used by legal professionals, including word processing, spreadsheets, document assembly, cloud computing and collaboration tools used in the law. Pre- or Corequisite: LGL 103, LGL 301. **3 credits**

LGL 304 SUBSTANTIVE LAW AND DRAFTING ESSENTIALS

The student will be introduced to areas of substantive law most relevant in New York State entity practice and the documents pertinent to those areas of law. The content and meaning of legal language, independently and as part of the documents, are explored. Drafting of legal forms utilized by paralegals and legal professionals in these areas is also covered. Pre- or Corequisite: LGL 103, 301. **3 credits**

LGL 460 LEGAL STUDIES INTERNSHIP

This course provides the student with the opportunity to intern with one of the legal advocacy groups that are a part of the William Randolph Hearst Public Advocacy Center at the Touro Law Center. The student performs 120 hours of supervised fieldwork, attends a weekly meeting with their supervising Molloy professor, maintains a journal of internship experiences, and writes an essay that discusses how experiential learning integrates context into legal education. Prerequisites: Declared Legal Studies Minors only; completion of LGL103, LGL 201, LGL 301 and LGL 302; permission of the Legal Studies Director; and Junior Standing. **3 credits**

Library Studies Course

LIB 101 INFORMATION LITERACY

(formerly Academic Research in the Information Age)

In this course, students will learn how to navigate 21st century information sources. Topics for this course coincide with the Association of College and Research Libraries' Information Literacy Standards. Students will learn how to define the types of sources appropriate for a given assignment, search strategies, navigate through an array of resources (including the internet and databases), evaluate material and determine credibility, organize research effectively and use sources in an ethical manner. Through lectures and hands-on lab experiences, students will learn the critical thinking skills necessary to succeed in college and their professional life. This course does count towards the Liberal Arts and Sciences requirement. Lab Fee-\$45.00. **1 credit**

LIB 103 INFORMATION LITERACY FOR SOCIAL WORK MAJORS

Designed specifically for the needs of Social Work students, in this course, students will learn how to navigate 21st century information sources. Topics for this course coincide with the Association of College and Research Libraries' Information Literacy Standards. Students will learn how to define the types of sources appropriate for a given assignment, search strategies, navigate through an array of resources (including the internet and databases), evaluate material and determine credibility, organize research effectively and use sources in an ethical manner. Through lectures and hands-on lab experiences, students will learn the critical thinking skills necessary to succeed in college and their professional life. This course does

count towards the Liberal Arts and Sciences requirement. Lab Fee-\$45.00. **1 credit**

Mathematics and Computer Studies Courses

CIS COMPUTER INFORMATION SYSTEMS

Refer to by subject under CIS courses.

CSC COMPUTER SCIENCE

Refer to by subject under CSC courses.

CSP COMPUTER PROFICIENCY

Refer to by subject under CSP courses.

MAT 060 MATHEMATICAL SKILLS FOR PHARMACOLOGICAL COMPUTATION

(formerly NUR 061 - replaces MAT 050)

Basic mathematical skills used in the calculation of drug dosages and solutions. Mandatory for Nursing majors who do not attain at least 90% on the Nursing Department's Mathematics Proficiency Examination taken on admission or prior to declaring as a nursing major. Successful achievement in this course is required prior to beginning nursing program. This course may not be repeated. (18 2/3 clock hours) (Offered Fall, Spring) (Pass/Fail) Fee-\$75.00. **0 credit**

MAT 071 COLLEGE PREPARATORY MATHEMATICS

(formerly MAT 101)

A noncredit course required of all students scoring below the minimum Math SAT score of **450**. The course will cover the fundamentals of Algebra I. The Algebra will include basic operations using the rational and irrational numbers, solving linear equations, graphing of linear functions. A final grade of C is required to pass the course. Three credit hours equivalent. (Offered Fall, Spring) **0 credit**

MAT 110 BASIC COLLEGE MATHEMATICS

Contemporary applications in various fields: problem solving and critical thinking, set theory, logic, number theory and the real number system, algebra, consumer mathematics and financial management. Prerequisites: Three years of high school mathematics, including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. Not opened to students who have passed MAT 221. (Offered Fall, Spring) **3 credits**

MAT 114 ELEMENTARY STATISTICS FOR THE BEHAVIORAL AND SOCIAL SCIENCES

(equivalent to MAT 115, 129 or 225)

This course covers material also taught in MAT 115 and is not appropriate for students who have transferred "Statistics" or already completed MAT 115. Basic elements of descriptive

and inferential statistics as they are related to the behavioral and social sciences; measures of central tendency; measures of dispersion; correlation; probability, normal distribution and the normal curve; testing hypotheses; chi-square test. Technology support using SPSS is integrated throughout the course. This course repeats material also taught in MAT 115, 129 or 225 and is not open to students who have passed MAT 115, 129 or 225. Taking any of the statistics courses more than once will not earn additional credits and will be noted as a repeat. Prerequisites: Three years of high school mathematics, including Algebra 1, Geometry and Algebra 2; passing of the Algebra Regents Examination; or equivalent. (Offered Fall, Spring) **3 credits**

MAT 115 ELEMENTARY STATISTICS

(equivalent to MAT 114, 129 or 225)

Elements of statistics; measures of central tendency; measures of dispersion; correlation; probability, normal distribution and the normal curve; testing hypotheses; chi-square test. This course repeats material also taught in MAT 114, 129 or 225 and is not open to students who have passed MAT 114, 129 or 225. Taking any of the statistics courses more than once will not earn additional credits and will be noted as a repeat. Prerequisites: Three years of high school mathematics including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. (Offered Fall, Spring) **3 credits**

NOTE: Graphing Calculator required.

MAT 116 COLLEGE ALGEBRA AND TRIGONOMETRY

This course is intended for the non-mathematics student who needs an enhanced foundation in Algebra and Trigonometry. The topics include algebraic and trigonometric functions and their graphs. Also covered are exponential and logarithmic functions and their graphs, systems of equations and inequalities. Prerequisites: Three years of high school mathematics, including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. Not opened to students who have passed MAT 118 or MAT 221. (Offered Spring) **3 credits**

NOTE: Graphing Calculator Required.

MAT 118 PRE-CALCULUS

This course is for the mathematics major or students who meet the prerequisites listed below. The central theme of this course is a rigorous study of functions from an analytic, numerical, graphical and verbal approach. It includes linear, polynomial, rational, exponential, logarithmic and trigonometric functions. Also included is the study of systems of equations and inequalities, sequences, series and analytic geometry. Technology support using a graphing calculator is integrated throughout the course. Prerequisites: Three years of high school mathematics, including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. Not opened to students who have passed MAT 116 or MAT 221. (Offered Spring) **3 credits**

NOTE: Graphing Calculator Required.

MAT 129 ELEMENTARY STATISTICS FOR BUSINESS

(equivalent to MAT 114, 115 or 225)

Basic elements of descriptive and inferential statistics as they are

related to business; measures of central tendency; measures of dispersion; correlation; probability, normal distribution and the normal curve; testing hypotheses; chi-square test. Technology support using the graphing calculator and software such as Excel and SPSS are integrated throughout the course. Prerequisites: Three years of high school mathematics, including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. This course repeats material also taught in MAT 114, 115 or 225 and is not open to students who have passed MAT 114, 115 or 225. Taking any of the statistics courses more than once will not earn additional credits and will be noted as a repeat. (Offered Fall, Spring) **3 credits**

NOTE: Graphing Calculator required.

MAT 136 BUSINESS MATHEMATICS

Students will enhance their mathematical skills while providing an introduction to accounting, finance, insurance, statistics, taxation and other math-related subjects. Consumer math applications, such as bank reconciliation, discounting, markups and markdowns, installment purchases and simple and compound interest are also covered in depth. Prerequisites: Three years of high school mathematics, including Integrated Algebra, Geometry and Algebra 2 and Trigonometry; passing of the Integrated Algebra Regents Examination; or equivalent. **3 credits**

NOTE: A calculator is required: Scientific.

MAT 209 MATHEMATICS FOR ELEMENTARY TEACHERS FROM AN ADVANCED STANDPOINT - NUMBER SENSE AND OPERATIONS

(formerly *Mathematics for Elementary School Teachers, MAT 119*; formerly *Mathematics for Elementary Teachers from an Advanced Standpoint*)

This course may be taken before or after MAT 210. It will be an in-depth investigation into the knowledge and understanding of mathematics necessary for teachers at the elementary level (PreK-6.) The New York State Common Core Learning Standards for Mathematics will act as a guide for the mathematics taught, the focus being number sense and operations. This course is highly recommended for all elementary education students. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. (For Education students only.) (Offered Fall, Spring) **3 credits**

MAT 210 MATHEMATICS FOR ELEMENTARY TEACHERS FROM AN ADVANCED STANDPOINT - ALGEBRA, GEOMETRY AND PROBABILITY AND STATISTICS

(formerly *Mathematics for Elementary Teachers from an Advanced Standpoint - Algebra and Geometry*)

This course may be taken prior to MAT 209. It will be an in-depth investigation into the knowledge and understandings of mathematics necessary for teachers at the elementary level. The New York State Common Core Learning Standards for Mathematics will act as a guide for the mathematics taught, the focus being algebra, geometry and probability and statistics. This course is highly recommended for all elementary education students. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. (For Education

students only.) (Offered Fall, Spring) **3 credits**

MAT 211 USING THE GRAPHING CALCULATOR IN MATHEMATICS

(also CSP 211)

This course explores how TI handheld technology can be incorporated into solving problems in different areas of mathematics. Topics of mathematics include, but are not limited to: algebra, trigonometry, pre-calculus, calculus and statistics. Further exploration of the calculator includes customizing menu screens, memory and variable management and programming. Prerequisites: Three years of high school mathematics, including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. (Offered Fall, Spring) **1 credit**

NOTE: Graphing Calculator Required.

MAT 212 USING COMPUTER TECHNOLOGY IN GEOMETRY

(also CSP 212)

The students will learn how "The Geometer's Sketchpad" and Cabri Jr. bring a powerful dimension to the study of mathematics. "The Geometer's Sketchpad" is a dynamic construction and exploration tool that will enable students to explore and understand mathematics in ways that are simply not possible with traditional tools - or with other mathematics software programs. With "Sketchpad" or Cabri Jr., students can construct an object and then explore its mathematical properties by dragging the object with the mouse. All mathematical relationships are preserved, allowing students to examine an entire set of similar cases in a matter of seconds, leading them by natural course to generalizations. Both "Sketchpad" and Cabri Jr. encourage a process of discovery in which students first visualize and analyze a problem, and then make conjectures before attempting a proof. Prerequisites: Three years of high school mathematics, including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. **1 credit**

NOTE: Graphing Calculator Required.

MAT 220 CALCULUS FOR SCIENCE AND BUSINESS

(formerly MAT 120)

Limits and continuity; derivatives maxima and minima; antiderivatives; definite integral; fundamental theorem of calculus; techniques of integration. Prerequisites: Three years of high school mathematics, including Algebra 1, Geometry and Algebra 2; passing of the Algebra 1 Regents Examination; or equivalent. Not open to students who have passed MAT 221. (Not Offered Every Year) **3 credits**

NOTE: Graphing Calculator Required.

MAT 221 CALCULUS I

(formerly MAT 125; formerly *Analytic Geometry and Calculus I*)

Linear, exponential, logarithmic, power, polynomial and rational functions; inverse functions; trigonometric functions; limits and continuity; derivative definition and formulas; maxima and minima, concavity, curve sketching; definite and indefinite integrals; applications. Technology support using a graphing calculator is integrated throughout the course. Prerequisites:



High School Precalculus or MAT 118 (Offered Fall) **4 credits**

NOTE: Graphing Calculator required.

MAT 221W FOUNDATIONS FOR CALCULUS-WORKSHOP

This course will provide academic intervention and support for the students taking MAT 221. The students will receive individualized instruction in areas of difficulty as identified by the instructor of MAT 221 and the student. Only open to students taking MAT 221 concurrently. (Offered Fall) **1 credit**

NOTE: Graphing Calculator required.

MAT 222 CALCULUS II

(formerly MAT 126; formerly Analytic Geometry and Calculus II)

This course is a continuation of Calculus I, focusing on applications and techniques of integration. Additional topics include: indeterminate forms and L'Hopital's rule, polar coordinates, convergence of sequences and series, Taylor and Maclaurin series. Prerequisite: MAT 221. (Offered Spring) **4 credits**

NOTE: Graphing Calculator required.

MAT 223 CALCULUS III

(formerly MAT 127; formerly Analytic Geometry and Calculus III)

Concepts such as limits, continuity, derivatives and integration are generalized for functions of several variables. Additional topics include: geometry of vectors, calculus of vector-valued functions, vector fields, line integrals, Green's Theorem, Divergence Theorem and Stokes Theorem. Prerequisite: MAT 222 (Offered Fall) **4 credits**

NOTE: Graphing Calculator required.

MAT 225 STATISTICS FOR THE NATURAL SCIENCES

(equivalent to MAT 114, 115 or 129)

(formerly MAT 128 Mathematics for the Biological Sciences)

Elements of statistics with their application to the sciences. Topics include descriptive statistics, probability, normal distribution and the normal curve, estimation and hypothesis testing, correlation and simple linear regression. This course

repeats material also taught in MAT 114, 115 or 129 and is not open to students who have passed MAT 114, 115 or 129. Taking any of the statistics courses more than once will not earn additional credits and will be noted as a repeat. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. (Offered Fall) **3 credits**

NOTE: Graphing Calculator required.

MAT 229 DISCRETE MATHEMATICAL STRUCTURES

(also CSC 229)

Discrete mathematics is the study of mathematical structures in which its objects are separated from each other. Topics include: the properties of sets and different types of relations on sets, various proof techniques (e.g. proof by contradiction, mathematical induction), basic principles of logic, Boolean algebra and logic circuits, counting principles and an introduction to graph theory. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. (Offered Fall) **3 credits**

MAT 231 DISCRETE MATHEMATICS FOR COMPUTER SCIENCE

(Formerly MAT 228 for 1 credit)

The course will cover mathematical concepts that are fundamental to many areas of computer science. Topics include positional numeral systems, logic, sets, relations, functions, solving recurrence relations, graphs and trees, matrices, finitestate automata, basics of counting and discrete probability. Throughout the course, there will be an emphasis on computer science applications. Students who have taken MAT 228 may not also take MAT 231. Co-requisite or prerequisite: MAT 229. **3 credits**

MAT 232 INTRODUCTION TO LINEAR ALGEBRA

(formerly MAT 132)

Basic concepts of vector spaces; independence, basis and dimension; linear transformations; matrices; determinants; systems of linear equations; eigenvectors and eigenvalues; dot product, cross product, generalized inner product and orthogonality. Prerequisite or co-requisite: MAT 222. (Offered Spring) **3 credits**

MAT 233 CREATIVE PROBLEM SOLVING

This course explores various techniques of problem solving that can be applied to any Mathematics courses. Of a particular interest is Polya's four basic principles of problem solving: understanding the problem, devising a plan, carrying out a plan and looking back. In addition to Polya's principles, other strategies are investigated, which include how to relate a problem with an existing one and how to look for patterns. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. **1 credit**

MAT 234 MATHEMATICS: A CULTURAL APPROACH

This course explores how Mathematics interacts with different media of popular culture, which includes movies, television, music and art. We examine how references to Mathematics in

these media shape and reveal society's views of it. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. **1 credit**

MAT 235 MATHEMATICAL MODELING

This course is an introduction to mathematical modeling, a process of creating a mathematical representation of some phenomenon in order to gain a better understanding of that phenomenon. Examples range from creating models to study climate change as a result of increased levels of carbon dioxide in the atmosphere to predicting the stock market. Computer software will be used to construct, interpret and validate various models. Prerequisite: MAT 222. **3 credits**

MAT 251 MODERN GEOMETRY

(formerly MAT 351)

Writing-Intensive Course

A study of Euclid's Geometry (including selected significant proofs and constructions), Neutral Geometry, Parallel Postulate and Non-Euclidean Geometry, Geometric Transformations, Elliptic and Hyperbolic Geometry. Dynamic geometry software will be utilized to explore the concepts. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. (Offered Spring) **3 credits**

NOTE: Graphing Calculator Required.

MAT 320 MATHEMATICS FOR THE SECONDARY TEACHER FROM AN ADVANCED STANDPOINT

This course will focus on the mathematical underpinnings of all levels of high school mathematics, grade 7 through Calculus II. The New York State Common Core Learning Standards for Mathematics, NCTM's Principles and Standards for School Mathematics and the College Boards scope and sequence for Calculus AB and BC will serve as a basis for the rigorous investigation of the mathematical theory and skills involved at each level. Appropriate use of the graphing calculator will be integrated into the course. Upon completion of this course, students will have a strong foundation in the content that is necessary to teach secondary mathematics and pass the New York State Mathematics Content Specialty Examination. Prerequisites: MAT 221, and either 115 or 225. (Offered Fall) **3 credits**

NOTE: Graphing Calculator Required.

MAT 322 SYMBOLIC LOGIC

(also PHI 322; formerly MAT/PHI 228)

Historical background of mathematical logic; mathematics and argumentation; logic and language, arguments with compound statements, deduction, propositional functions and quantifiers, deductive systems, propositional calculus, paradoxes and philosophical implications of mathematical logic. This course builds skills useful for understanding computer language and programming. Prerequisite: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. **3 credits**

MAT 324 HISTORY AND PHILOSOPHY OF MATHEMATICS

(also PHI 324; formerly MAT/PHI 227)

A study of the contributions made by various individuals and cultures to the growth and development of ancient, modern and current mathematical topics. The approach to the course will be both chronological and topical. Prerequisites: Three years of high school mathematics, including Algebra I, Geometry and Algebra 2; passing of the Algebra I Regents Examination; or equivalent. (Offered Spring) **3 credits**

MAT 330 MODERN ALGEBRA - RING THEORY

(formerly MAT 131; MAT 230; formerly Modern Algebra I)

Properties of rings and fields and their applications are explored. Topics include: factor rings, polynomial rings, integral domains, unique factorization domains, extension fields, finite fields, vector spaces and algebraic extensions. Prerequisite: MAT 229. (Offered Fall) **3 credits**

MAT 331 THEORY OF NUMBERS

(formerly MAT 231)

Properties of integers are explored. Topics include: divisibility, prime numbers, congruence relations, Diophantine equations, quadratic residues, Pythagorean triples and continued fractions. Prerequisites: MAT 232. **3 credits**

MAT 335 MODERN ALGEBRA - GROUP THEORY

(formerly Modern Algebra II)

Basic properties of groups and their applications are explored. Topics include: example of groups, group homomorphism, Lagrange's Theorem, normal subgroups and Fundamental Theorem of Finite Abelian Groups. Prerequisite: MAT 229. **3 credits**

MAT 336 INTRODUCTION TO OPERATIONS RESEARCH

(formerly MAT 236)

Introduction to the mathematical programming components of Operations Research including linear programming as well as simple dynamic and integer programming. Mathematical models will be developed and solved using computer software for quantitative methods. Prerequisite or Co-requisite: MAT 232. **3 credits**

MAT 342 DIFFERENTIAL EQUATIONS

(formerly MAT 241)

The basic principles of solving ordinary differential equations are explored. Topics include: methods of solving first order differential equations, second order linear equations, power series solutions, system of equations, and existence and uniqueness theorems. Prerequisite: MAT 222. **3 credits**

MAT 345 INTRODUCTION TO REAL ANALYSIS

(formerly MAT 245; formerly Advanced Calculus)

A rigorous look at the topology of the real numbers (e.g. compact, connected), sequences and series, limits, continuity, differentiation and integration of functions, beginning with one and proceeding to several variables. Prerequisite: MAT 223. (Offered Spring) **3 credits**

MAT 347 COMPLEX VARIABLES

An introduction to complex-valued functions of a single variable. Topics may include: complex number system, analytical functions and their properties, power series of analytical functions, Cauchy Integral theorem, calculus of residues and contour integrals. Prerequisite: MAT 223. **3 credits**

MAT 356 GENERAL TOPOLOGY

An introduction to the fundamental principles of point-set topology. This course explores how basic properties of the real numbers such as continuity, convergence, connectedness and compactness can be generalized in a topological space. Other topics studied may include: product and quotient topologies, metric spaces, separation axioms and Tychonoff Theorem. Prerequisites: MAT 223, MAT 232. **3 credits**

MAT 361 PROBABILITY AND MATHEMATICAL STATISTICS

(formerly MAT 261)

This course covers the fundamentals of probability, different types of discrete and continuous distributions, expectation, sampling distributions, Central Limit Theorem, statistical inference and hypothesis testing. Prerequisites: MAT 222. **3 credits**

MAT 460 INTERNSHIP IN MATHEMATICS

A protracted field experience offering theory-practice opportunity. Activities will be supervised by participating personnel at places of business. Course requires a minimum of four 1 hour and 25 minute class meetings with a faculty supervisor, a satisfactory rating by field supervisor and a minimum of 100 hours in the field. Pre- or corequisite: Junior status and advisor approval. (Offered upon request) **3 credits**

MAT 470 INDEPENDENT STUDY

(formerly MAT 291)

Independent study in advanced mathematics within the areas of analysis, geometry and/or algebra, or in another area approved by the Chairperson, under the guidance of a member of the mathematics faculty. 1, 2, or 3 credits, commensurate with accomplishment. Prerequisite: Approval of the Chairperson. (Offered upon request) **1-3 credits**

MAT 491 MATHEMATICS SENIOR SEMINAR

(formerly MAT 281)

Writing-Intensive Course

Required of all mathematics and mathematics education majors in their Senior year. Topics in modern mathematics. Prerequisite: Senior status. **3 credits**

GRADUATE-LEVEL COURSE DESCRIPTIONS FOR DUAL-DEGREE NURSING PROGRAM STUDENTS ONLY:

MAT 550 STATISTICAL ANALYSIS WITH COMPUTERS

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; co-variance 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: an undergraduate statistics course. An introductory course in computer use is recommended. (35 1/2 hours per semester) **3 credits**

Modern Language Courses

ARA ARABIC

Refer to by subject under ARA courses.

ASL AMERICAN SIGN LANGUAGE

Refer to by subject under American Sign Language.

CHI CHINESE

Refer to by subject under Chinese Courses.

ESL ENGLISH AS A SECOND LANGUAGE

Refer to by subject under ESL courses.

FRE FRENCH

Refer to by subject under FRE courses.

ITA ITALIAN

Refer to by subject under ITA courses.

SPA SPANISH

Refer to by subject under SPA courses.

Marketing Courses

MKT 230 PRINCIPLES OF MARKETING

(formerly BUS 230 and BUS 330)

This course is designed to introduce the student to the essentials of marketing - key concepts, methods of analysis, strategies and tactics - critical to managing profitable customer relationships in the current dynamic and connected environment. Topics include marketing strategy, elements of the marketing mix, marketing research, consumer behavior analysis and customer relationship management. Prerequisite: BUS 101. (Offered Fall, Spring) **3 credits**

MKT 235 CONSUMER BEHAVIOR

(formerly BUS 335)

This course will provide students with an understanding of consumer behavior that is essential to strengthening marketing knowledge and developing marketing strategy. The course

employs a cross-disciplinary approach (marketing, economics, psychological and sociological theories) to understand consumer attitudes and behavior and to analyze customer reaction to products and services. This course will help students improve comprehension of the marketing environment, the marketer and the consumer through various aspects of the marketing program. Prerequisite: MKT 230. (Offered Fall, Spring) **3 credits**

MKT 255 PUBLIC RELATIONS

(also COM 254; formerly COM 118 and 155; formerly BUS 255) **3 credits**

MKT 259 INTRODUCTION TO ADVERTISING

(also COM 259; formerly BUS 259) **3 credits**

MKT 332 FUNDAMENTALS OF SPORTS MARKETING

(formerly BUS 332)

This course is designed to teach students how to apply the basics of marketing to the sports world. Students will learn about the sports marketing industry as a whole, its trends, and marketing to fans and corporate partners. The importance of sports marketing to professional sports teams and athletes, the different sources of sports marketing and career options in sports marketing will also be addressed. Prerequisite: MKT 230. (Offered Spring) **3 credits**

MKT 337 MARKETING STRATEGY

(formerly BUS 337)

Marketing strategy is a vital component of a firm's overall business strategy and planning activities. The focus of this course is to understand and apply concepts, theory and methods used by companies to develop an unique set of competencies that create differentiating and sustainable competitive advantages. Students are encouraged to use critical thinking, develop new analytical skills and use a variety of planning tools to understand the importance of developing strategic and actionable marketing objectives for the firm or organization. Prerequisite: MKT 230. (Offered Fall) **3 credits**

MKT 338 FUNDAMENTALS OF MARKETING RESEARCH

(formerly BUS 338)

This course provides the primary tool for exploring new opportunities in the marketplace by the systematic gathering, recording, analyzing, and use of data relating to the transfer and sale of goods and services from producers to consumer. Emphasis will be on how to: specify information needs and design a research study to meet those needs; collect, analyze and use marketing research data to make effective marketing decisions; and communicate the research findings and their implications to various publics, including top management. Prerequisites: MKT 230. (Offered Spring) **3 credits**

MKT 339 MARKETING ANALYTICS

(formerly BUS 339)

Marketing is rapidly changing due to exploding volumes of marketing data and increased desktop computer power. The marketing and marketing research professions are evolving rapidly in this technology intense environment. New approaches

to marketing are heavily dependent upon analytical tools, and the effective use of those tools depends on the knowledge and skills of the users. The availability of spreadsheet software such as Excel has made it easier to analyze and visualize data that represents the marketplace and marketing phenomena. This course is designed to help marketing students understand the role of analytical techniques and computer models, and how they enhance marketing decision-making; develop the ability to view marketing processes and relationships systematically and analytically; and expose students to various examples that demonstrate the use and value of marketing analytics real contexts. Marketing students will be provided an opportunity to work with an array of analytical techniques used by marketers. Using a case-based approach, students are able to apply analytical techniques to marketing activities such as segmentation, targeting, positioning, choice modeling, new product design, forecasting and marketing communications. Prerequisites: MKT 230. (Offered Fall) **1 credit**

MKT 340 INTERNATIONAL MARKETING

(formerly BUS 340)

This course is designed to provide students with a fundamental understanding of the globalization of marketing activities. It will explore a variety of marketing issues that include branding, marketing research, market segmentation and positioning strategies, pricing, distribution, advertising and communications from global, multinational and cross-cultural perspectives. Students will learn how to assess and respond to global marketing opportunities in a variety of different contexts. Prerequisite: MKT 230 and MKT 235. (Offered Spring) **3 credits**

MKT 341 BRANDING STRATEGIES

(formerly BUS 341)

This course provides students with the essentials of branding, from the building of a new brand and the growth of brand equity, to brand extensions, global branding and the management of a firm's brand portfolio. Prerequisite: MKT 230. (Offered Spring) **3 credits**

MKT 342 DIGITAL MEDIA MARKETING

(formerly BUS 342)

This course will equip students with the basic knowledge and skills needed to develop integrated digital media marketing programs. With consumers and businesses shifting attention from traditional to digital and mobile media, students will focus on the need to develop digital media marketing plans and campaigns that are cohesive, effective and reinforce the brand/company image across a variety of platforms. Prerequisites: MKT 230 and MKT 235. (Offered Fall) **3 credits**

MKT 344 ADVERTISING AND INTEGRATED MARKETING COMMUNICATIONS

(formerly BUS 344)

This course explores the development of advertising and promotions through the lens of integrated marketing communications (IMC). Students are introduced to the fundamentals of IMC, and learn to examine and apply and integrated approach to ensure consistency of creative strategy and execution. This approach focuses on the importance of incorporating all the elements of the marketing mix so that students learn how each of these areas can be combined into

seamless communications programs that promote and build brands and businesses. Prerequisite: MKT 230. (Offered Fall) **3 credits**

Music Courses

MUS 010 CONCERT ATTENDANCE

Concert attendance is a Music Department requirement for all music majors. This course must be taken any semester during which the music major is a full-time student. Students will attend 5 concerts or recitals throughout the course of a semester. Pass/Fail. Fee-\$40.00. **0 credit**

MUS 101 THEORY FUNDAMENTALS

(formerly Theory and Sight Singing I)

This course will provide the student with the basic knowledge of notation, clefs, key signatures, interval relationships, major and minor scales, as well as simple rhythmic and melodic dictation. For Music Majors/Music Minors and Theatre Majors only. Non-Music Majors/Minors with permission from Chair. (Offered Fall) **2 credits**

MUS 101T THEORY FUNDAMENTALS FOR THEATRE ARTS

(formerly Theory and Sight Singing I)

For Theatre Arts students, this course will provide the student with the basic knowledge of notation, clefs, key signatures, interval relationships, major and minor scales, as well as simple rhythmic and melodic dictation. For Music Majors/Music Minors and Theatre Majors only. Non-Music Majors/Minors with permission from Chair. (Offered Fall) **2 credits**

MUS 102 SIGHT SINGING/EAR TRAINING I

(formerly Theory and Sight Singing II)

This course focuses on the development of aural skills and will include melodic and rhythmic dictation, recognition of simple intervals and triads, and sight-singing in both major and minor keys. For Music Majors/Music Minors and Theatre Majors only. Non-Music Majors/Minors with permission from Chair. **2 credits**

MUS 102 SIGHT SINGING/EAR TRAINING I FOR THEATRE ARTS

(formerly Theory and Sight Singing II)

For Theatre Arts students, this course focuses on the development of aural skills and will include melodic and rhythmic dictation, recognition of simple intervals and triads, and sight-singing in both major and minor keys. For Music Majors/Music Minors and Theatre Majors only. Non-Music Majors/Minors with permission from Chair. **2 credits**

MUS 105 ACHIEVING A MUSICAL INSIGHT

For students who have little or no formal study in music. It parallels each style of music with the historical, social philosophical, literary and artistic background of each period. Musical experience depends on one's ability to listen. This course also develops the art of listening by acquainting the student with the basic aural elements of musical expression

that can be understood by any non-musician. It is a cohesive element for the Liberal Arts student. (Satisfies General Education Music History requirement.) (Offered Fall, Spring) **3 credits**

MUS 106 FUNDAMENTALS OF GUITAR

This guitar course for beginners (including those with no prior music training) is designed to provide all students with a mastery of music fundamentals and basic guitar technique including a repertoire of Country, Western, Folk, Blues, Rock, Jazz and Classical music. For Music Majors/Music Minors or Theatre Majors only. Must have prior experience with the guitar. Non-Music Majors/Minors with permission from Chair. (Can be repeated for up to 3 credits.) (Offered Fall, Spring) **1 credit**

MUS 107 HISTORY OF MUSIC AND HEALING

A course for students who have little or no formal study in music. It examines the elements of music and how music affects people emotionally and physically. This course includes a historical survey of the role of music in preliterate cultures, the relationship between music and healing during the Baroque, Classical and Romantic eras, and the development of music as therapy in the twentieth century. It will include an overview of current issues in music therapy. (Satisfies the General Education Music History requirement.) **3 credits**

MUS 108 STANDARD REPERTOIRE

This course is a historical survey of Classical Music with an emphasis on music suited for young children, including the lives and times of specified composers. (Satisfies General Education Music History requirement for Education Majors only.) (Offered Fall, Spring) **3 credits**

MUS 109 INTRODUCTION TO WORLD MUSIC

This course is an introduction to the world's music. Students will explore the music of various cultures including specific regions such as the United States, West Africa, Southern Europe, Indonesia, India, Argentina, Cuba and the Middle East. Within each regional study, students will examine ways in which music relates to identity ritual, politics, dance and migration. Students will experience the world's music and culture by listening to and watching live and recorded performances, participating in musical activities and through discussions of selected readings. The course will enable students to develop proficient listening skills and become familiar with a vocabulary used for cross-cultural musical analysis. (Satisfies General Education Music History requirement.) **3 credits**

MUS 110 CLASS PIANO

This course provides the students with a fundamental knowledge of playing the piano. It enables the students to express themselves creatively because even at this stage, students begin to develop musicianship. The course covers scales, chords, basic compositions, sight-reading and a basic repertoire. For Music Majors/Music Minors or Theatre Majors only. Non-Music Majors/Minors with permission from Chair. (Can be repeated up to 3 credits.) Fee-\$100.00. **1 credit**

MUS 110T CLASS PIANO FOR THEATRE ARTS

For students in the Theatre Arts Program, this course provides a fundamental knowledge of playing the piano. It enables the

students to express themselves creatively because even at this stage, students begin to develop musicianship. The course covers scales, chords, basic compositions, sight-reading and a basic repertoire. For Music Majors/Music Minors or Theatre Majors only. Non-Music Majors/Minors with permission from Chair. (Can be repeated up to 3 credits.) Fee-\$100.00. **1 credit**

MUS 111 ADVANCED CLASS PIANO

A continuation of the principles presented in MUS 110 Class Piano on a more advanced level. Repertoire, technique, tone production, interpretation, transposition, analysis and style are discussed. Attention will be given to the students' individual growth at the keyboard. For Music Majors/Music Minors or Theatre Majors only. Must have prior experience with the keyboard. Non-Music Majors/Minors with permission from Chair. (Can be repeated up to 3 credits.) Fee-\$100.00. **1 credit**

MUS 111T ADVANCED CLASS PIANO FOR THEATRE ARTS

For Theatre Arts students, this course is a continuation of the principles presented in MUS 110 Class Piano on a more advanced level. Repertoire, technique, tone production, interpretation, transposition, analysis and style are discussed. Attention will be given to the students' individual growth at the keyboard. For Music Majors/Music Minors or Theatre Majors only. Must have prior experience with the keyboard. Non-Music Majors/Minors with permission from Chair. (Can be repeated up to 3 credits.) Fee-\$100.00. **1 credit**

MUS 112 HARMONY I

An introduction to diatonic harmony, with emphasis on four-part writing and voice-leading skills. Analysis of diatonic progressions and embellishing tones using examples drawn from Western classical music. Prerequisite: MUS 101. (Offered Fall) **3 credits**

MUS 114 COMPUTER WRITING - MUSIC

This course provides students with a thorough understanding of music notation software. Students will be able to try their own ideas in composition and arrangement with the aid of a computer. Can be repeated for up to 3 credits. (Offered Fall or Spring) Fee-\$100.00. **1 credit**

MUS 116 FORM AND ANALYSIS

(formerly MUS 117 for 2 credits)

An investigation into the principal forms and compositional devices employed in music. The study of various masterpieces will be studied and explored regarding rhythmic, structural, harmonic and contrapuntal factors. Prerequisite: MUS 112 and MUS 213. (Offered Fall, Spring) **3 credits**

MUS 118 STRING CLASS

This course introduces students to the fundamentals of string instruments in a way that can be applied to teaching in a school setting. Tuning, bowing and the positions for the violin, viola, cello and string bass will be covered as well as ways to diagnose and correct common playing problems in students. Repertoire selection, familiarity with method books, solos, ensemble music and reference books will be covered. Students will present mini

lessons and learn about instrument care, maintenance and minor repairs of string instruments. For Music majors only. Fee-\$100.00. **1 credit**

MUS 119 WOODWIND CLASS

This course covers the fundamentals of woodwind instruments in a way that can be applied to teaching in a school setting. Students will learn proper embouchure and methods for tone production on the flute, oboe, clarinet, saxophone and bassoon as well as ways to diagnose and correct common playing problems in students. Repertoire selection, familiarity with method books, solos, ensemble music and reference books will be covered. Students will present mini lessons and learn about instrument care, maintenance and minor repairs of woodwind instruments. For Music majors only. Fee-\$100.00. **1 credit**

MUS 120 BRASS CLASS

This course introduces students to the fundamentals of brass instruments in a way that can be applied to teaching in a school setting. Students will learn fingering, embouchure and tone production of the trumpet, French horn, trombone and tuba as well as ways to diagnose and correct common playing problems in students. Repertoire selection, familiarity with method books, solos, ensemble music and reference books will be covered. Students will present mini lessons and learn about instrument care, maintenance and minor repairs of brass instruments. For Music majors only. Fee-\$100.00. **1 credit**

MUS 121 PERCUSSION CLASS

This course covers the fundamentals of percussion techniques in a way that can be applied to teaching in a school setting. Students will learn about sound quality and clarity, intonation and rhythms through playing the snare drum, various timpani and keyboard percussion. Includes experiential learning about ways to diagnose and correct common playing problems in students. Repertoire selection, familiarity with method books, solos, ensemble music and reference books will be covered. Students will present mini lessons and learn about instrument care, maintenance and minor repairs of percussion instruments. For Music majors only. Fee-\$100.00. **1 credit**

APPLIED MUSIC COURSES: MUS 125-154

Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-\$630.00. **1 credit**

MUS 125 HARPSICHORD

Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-\$630.00. **1 credit**

MUS 126 PIANO

Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-\$630.00. **1 credit**

MUS 130 VOICE

Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-\$630.00. **1 credit**

MUS 134 STRING

Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-\$630.00. **1 credit**

MUS 138 WOODWIND

Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-\$630.00. **1 credit**

MUS 140 HARP

Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-\$630.00. **1 credit**

MUS 142 BRASS

Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-\$630.00. **1 credit**

MUS 146 PERCUSSION

Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-\$630.00. **1 credit**

MUS 150 ORGAN

Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-\$630.00. **1 credit**

MUS 154 GUITAR

Applied Music must be taken every semester by Music majors for one (1) credit. Applied Music courses can be repeated for additional credits. All one (1) credit Applied Music courses have a one hour lesson per week. Fee-\$630.00. **1 credit**

MUS 158 INTRODUCTION TO MUSIC THERAPY

An overview of the field of music therapy with emphasis on the historical and theoretical foundations for the use of music as a therapeutic medium. Theory will be combined with experiential activities to illustrate the role of music in people's lives, as well as the rehabilitative and healing properties for those with special needs. For Music Therapy majors or with permission of the Chairperson. (Offered Fall or Spring) **3 credits**

MUS 160 ELECTRONIC MUSIC HISTORY AND ANALYSIS

In this course, students explore the use of mechanical, electrical and electronic devices throughout the history of music. From the Edison cylinder, to the player piano, to the use of sound recordings in Musique Concrete, to the works of Accousmatic composers like Dennis Smalley, this course offers a comprehensive look into the vast world of music and sound art, and its intersections with technology. (Satisfies General Education Music History requirement.) **3 credits**

MUS 161 INTRODUCTION TO DIGITAL AUDIO

In this course, students explore the different components in recording/production studios. Students will learn to set up a project studio, record and manipulate samples, place microphones, mix audio and use digital production tools. Students will create a portfolio of projects, using DAW software like Logic Pro and Wave editors like Sony Sound Forge. Fee-\$100.00 **1 credit**

MUS 162 HISTORY OF SOUND AND THE MOVING IMAGE

In this course, students explore the relationship between sound and image. From the use of music and sound in opera and theater, to the use of music and sound in movies, video games and sound art installations, students take a comprehensive look at the most iconic artists and styles that have modeled the blending of sound and images as known today. (Satisfies General Education Music History requirement.) **3 credits**

MUS 163 APPLIED COMPOSITON AND SONGWRITING

This course allows students to create original songs and composition for diverse combinations of instrumental and vocal forces. Students engage and work with music theory concepts such as harmony, melody and rhythm and apply them to their own original works. Students use computer software to aid them in musical creation. Students may also choose to develop electronic pieces or works that explore multimedia. Students actively engage in musical analysis and discuss concepts of musical creation in-depth. Fee-\$100.00 **1 credit**

MUS 164 HISTORY OF GUITAR

This elective will focus on the history and development of the guitar from the 15th century to present day. Students will study the precursors, composers, stylistic composition and composers, and performers throughout the guitar's long history. Students will be required to write in depth research papers and various other written assignments, keep listening journals and give oral presentations on various topics through this course. Open to all majors. There are no required prerequisites, music majors and guitarists will be required to participate in assignments and/or projects that may include performing in class. (Satisfies General Education Music History requirement.) (Offered Fall, Spring) **3 credits**

MUS 166 VOCAL ENSEMBLE

The select ensemble is oriented toward vocal music majors and other interested singers who wish to explore and perform a wide range of ensemble literature. It will provide the students with an opportunity to study style, interpretation, technique, tone and repertoire of all periods of music history. This course may be repeated for credit. Entrance by audition or the

permission of the Chairperson. (Offered Fall, Spring) Fee - \$100. **0, 1/2, 1 credits**

MUS 167 CHAMBER SINGERS

Students will study and perform chamber works from all periods of music. Sight-reading and rehearsal skills will be stressed and developed, with particular attention to vocal techniques. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee - \$100. **0, 1/2, 1 credits**

MUS 168 OPERA ENSEMBLE

Opera Ensemble is a select ensemble that will provide students with the opportunity to study, develop and improve their vocal and dramatic skills through the performance of Western operatic literature. Students will also develop a greater understanding of what it means to be a part of an operatic conception. This experience should help the students better understand the development of performance practice as it relates to other historical, theoretical and compositional music studies. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee - \$100. **0, 1/2, 1 credits**

MUS 172 INTERACTIVE TECHNOLOGY ENSEMBLE

The Molloy Interactive Technology Ensemble (MITE) is a musical group dedicated to the performance of experimental works using electronic media. Students perform original works created for the ensemble, which involve new technologies in the creation of video, improvisation, live electronics, gaming controllers, tablets and similar devices used to control audio applications, and other media. Prerequisite: MUS 161. (Offered Fall, Spring) Fee - \$100. **0, 1/2, 1 credits**

MUS 174 CHAMBER ENSEMBLE

Chamber works from all periods of music are studied. Special attention is given to ensemble and rehearsal techniques. Focus here will be on duets, trios, quartets etc. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee - \$100. **0, 1/2, 1 credits**

MUS 175 JAZZ AND CONTEMPORAY MUSIC ENSEMBLE

(formerly Jazz Ensemble)

This select ensemble is oriented to all majors who wish to explore and perform a wide range of Jazz and contemporary musical literature. It will provide the student the opportunity to explore style, interpretation and techniques as they apply to the different musical genres from the twentieth and twenty-first centuries. Entrance by audition or by permission of the Chairperson of the Music Department. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. Offered Fall, Spring) Fee - \$100. **0, 1/2, 1 credits**

MUS 176 PERCUSSION ENSEMBLE

The study and performance of ensemble literature for percussion instruments. The repertoire will range from classical transcriptions to contemporary jazz and world music. Membership is open to all qualified students at Molloy. This

course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Fall, Spring) Fee - \$100. **0, 1/2, 1 credits**

MUS 182 CONCERT CHOIR

Prepares and performs music from the great choral literature of all periods. Designed to provide significant musical experience for participants. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee - \$100. **0, 1/2, 1 credits**

MUS 184 BRASS ENSEMBLE

This ensemble will focus on the study and performance of ensemble literature for brass instruments. It will provide the students with opportunity to study technique, tone, style interpretation and repertoire, as well as developing rehearsal techniques. Focus will be on duets, trios, quartets and small ensembles. Students will meet for two hours/week of direct instruction and coaching with brass ensemble director, and an additional two hours/week of scheduled ensemble practice time. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee - \$100. **0, 1/2, 1 credits**

MUS 185 GUITAR ENSEMBLE

This ensemble will focus on the study and performance of ensemble literature for classical guitar. It will provide the students with opportunity to study technique, tone, style interpretation and repertoire, as well as developing rehearsal techniques. Focus will be on duets, trios, quartets and small ensembles. Students will meet for two hours/week of direct instruction and coaching with guitar ensemble director, and an additional two hours/week of scheduled ensemble practice time. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee - \$100. **0, 1/2, 1 credits**

MUS 186 STRING ENSEMBLE

This ensemble will focus on the study and performance of ensemble literature for string instruments. It will provide the students with opportunity to study technique, tone, style interpretation and repertoire, as well as developing rehearsal techniques. Focus will be on duets, trios, quartets and small ensembles. Students will meet for two hours/week of direct instruction and coaching with string ensemble director, and an additional two hours/week of scheduled ensemble practice time. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee - \$100. **0, 1/2, 1 credits**

MUS 187 WOODWIND ENSEMBLE

This ensemble will focus on the study and performance of ensemble literature for woodwind instruments. It will provide the students with opportunity to study technique, tone, style interpretation and repertoire, as well as developing rehearsal techniques. Focus will be on duets, trios, quartets and small ensembles. Students will meet for two hours/week of direct instruction and coaching with woodwind ensemble director, and an additional two hours/week of scheduled ensemble

practice time. This course may be repeated for credit. Entrance by audition or the permission of the Chairperson. (Offered Fall, Spring) Fee - \$100. **0, 1/2, 1 credits**

MUS 190 ORCHESTRA

Skills of sight-reading and public performance will be stressed through the study of works from Baroque, Classical, Romantic and 20th Century literature. Open to non-music majors upon permission of the Director. This course may be repeated for credit. (Offered Fall, Spring) Fee - \$100. **0, 1/2, 1 credits**

MUS 191 PERCUSSION WORKSHOP

This course will explore the vast possibilities of sound and rhythm through percussion. Conventional percussion instruments from Africa, South America, Asia and Europe will be used and discussed, as well as non-conventional instruments, as students learn the definition of percussion. Traditional rhythms and techniques are performed in an open drum circle as students learn to create community through rhythm. Ideas for the use of percussion in music therapy are discussed and demonstrated by students. (Offered Fall or Spring) Fee-\$100.00. **1-3 credits**

MUS 194 SINGING AND SIGNING: LEVEL I

This elective will focus on children ages birth to five years. Students will learn about and engage in interventions designed to promote language development in pre-verbal, developing-verbal and non-verbal children. Highlights will include the history of music and sign language in Deaf Education, as well as the use of American Sign Language (ASL) taught through songs, stories and musical play. Students will learn musical repertoire and develop or refine their sign language vocabulary while learning some subtleties of the grammar and syntax of ASL. This course will be useful to students majoring in Music Therapy, Music Education, Speech-Language Pathology and Audiology, Early Childhood and Special Education. This course satisfies the Liberal Arts and Sciences requirement and can be taken as a vocal elective. No prerequisites required. (Offered Fall or Spring) **1 credit**

MUS 195 VOCAL TECHNIQUES

This course focuses on teaching students proper singing and vocal techniques. Students are expected to develop their musical reading skills, work on issues of intonation, breath control, and tone production as well as interpretation of melodies and musical lines. Students are expected to develop a proper, healthy vocal technique that will allow them to develop as musicians and singers. **1 credit**

MUS 199 MUSIC HISTORY I

(formerly MUS 197 Early Music History for 2 credits)

A study of music evolving from its sociological background from Ancient through the Baroque Period; the basic elements of styles, forms and performance practices within them, the innovation of outstanding composer and their representative works Prerequisite: For Music Majors/Music Minors only. Non-Music Majors/Minors with permission from Chair. (Offered Fall, Spring) **3 credits**

MUS 200 HISTORY OF MUSIC II

A continuation of Early Music History (History of Music I) from the Classic period to the present. Prerequisite: For Music Majors/ Music Minors only. Non-Music Majors/Minors with permission from Chair. (Offered Spring) **3 credits**

MUS 202 MUSIC IN THE BAROQUE AND CLASSICAL PERIOD

A study of the development of the forms and styles of composition from 1600-1800. Art and literature will be introduced to provide the students with a general overview of the artistic achievements of the period. (Satisfies General Education Music History requirement.) **3 credits**

MUS 203 MUSIC IN THE TWENTIETH CENTURY

(formerly Music in the Romantic and the Twentieth Century)

Writing-Intensive Course

A survey of Twentieth Century composers and styles to include impressionism, expressionism, whole tone and electronic music, and world music. (Satisfies General Education Music History requirement.) **3 credits**

MUS 204 SIGHT SINGING/EAR TRAINING II

(formerly Theory and Sight Singing III)

A continuation of MUS 102, this course will add two part and harmonic dictation, and the aural recognition of compound intervals, inversion of triads and seventh chords and sight-singing in alto and tenor clefs. Prerequisite: MUS 102 or permission of the Music Department Chairperson. (Fall) **2 credits**

MUS 205 AMERICAN MUSIC

A study of the development of American music. Literature of music in America from 1600 to the present day. Contributions of the various ethnic groups, folk and art resources, leaders of American culture. (Satisfies General Education Music History requirement.) **3 credits**

MUS 206 SIGHT SINGING/EAR TRAINING III

(formerly Theory and Sight Singing IV)

The study of complex rhythms, chromatic and modulating melodies for sight-singing and dictation and the aural recognition of church modes and altered scales. Prerequisite: MUS 204 (Spring) **2 credits**

MUS 207 ADVANCED CLASS GUITAR

This course is for students who have completed MUS 106 Fundamentals of Guitar or have a background in playing guitar. It will cover intermediate-level repertoire, barre chords, fingerpicking patterns and transpositions. Learning improvisational techniques and advanced methods of jazz and other popular music styles will be emphasized. For Music Majors/Music Minors or Theatre Majors only. Must have prior experience with the guitar. Non-Music Majors/Minors with permission from Chair. (Can be repeated for up to 3 credits.) **1 credit**

MUS 208 IMPRESSIONISM IN MUSIC AND THE RELATED ARTS

This is a study of impressionism in music and the arts, and symbolism in literature. It begins with the study of those who foreshadowed the impressionistic period of the late 19th and early 20th centuries, and continues with a detailed study of the representatives of this period such as Debussy, Ravel, Delius, Griffes, etc. (in music), Monet, Manet, Renoir, etc. (in art), Verlaine, Poe, Baudelaire, etc. (in literature), plus impressionistic sculpture and architecture. This course concludes with discussions of the effects of impressionism in future ventures in music, art and literature. (Satisfies General Education Music History requirement.) **3 credits**

MUS 209 HISTORY OF JAZZ

A study of the evolution of this unique American music phenomenon, which combines the African heritage with the European forms of the New World. It covers the work songs, spirituals and the blues; the birth of jazz in New Orleans and its dissemination to St. Louis, Chicago, Kansas City and New York. Students will review the great innovators and popularizers of the entire spectrum of jazz, its forms and structure. (Satisfies General Education Music History requirement.) **3 credits**

MUS 210 TONAL COUNTERPOINT

The style of Tonal Counterpoint - Polyphonic procedures in the style of Bach and his contemporaries with practical application will comprise the main thrust of the course. Some examination of the polyphonic techniques of the Classical and Romantic periods will be included especially. Prerequisite: MUS 112, 213. **3 credits**

MUS 213 HARMONY II

A continuation of 18th century harmony through seventh chords, secondary dominants and diminished seventh chords, and an introduction to melody harmonization. Analysis will continue with the study of cadences and phrase structure found in examples of classical music. Prerequisite: MUS 112. (Spring) **3 credits**

MUS 216 ORCHESTRATION I

This course is an introduction to arranging and application of techniques used in scoring for chamber ensembles, orchestra and band. Students learn about voicing, voice leading considerations of balance and texture, and expansion and reduction to piano. Students will notate compositions using music computer software and learn about specific orchestration techniques. Prerequisite: Permission of the Chairperson. **3 credits**

MUS 218 CONDUCTING I

(formerly MUS 214 for 3 credits)

This course introduces students to rudimentary instrumental and vocal conducting techniques, including basic patterns and related practice procedures. Common pattern problems and their solutions will be addressed. Music selection, score study and preparation are covered, along with rehearsing, teaching and evaluation, as well as how to apply these principles when

teaching in public and private schools. Students will practice conducting small instrumental and vocal ensembles in class. **2 credits**

MUS 219 MUSIC FOR CHILDREN METHODS

This course will consist of an examination of the curriculum goals, instructional strategies and materials for teaching music in the elementary school. It will focus on the methods for making music meaningful to children by promoting participation in all forms of music. Attention is given to the process of how all children can experience music, those of other cultures and those with special needs. Application of literacy skills through reading, writing and listening reports. Prerequisite: EDU 329, 330. Corequisite: EDU 369. (Offered Spring) **3 credits**

MUS 220 PIANO ACCOMPANIMENT

This course is designed to provide the student with a fundamental knowledge of accompanying. Topics include ensemble, musical interpretation, balance and color, shading of text. Practical application of these principles is gained through lecture and performance. All piano majors are required to take this course and will be called upon to accompany the vocal ensemble, vocalists and instrumentalists. Can be repeated for up to 3 credits. Fee-\$100.00. **1 credit**

MUS 222 SECONDARY MUSIC METHODS

Writing-Intensive Course

This course will consist of an examination of the curriculum goals, instructional strategies and materials for teaching music on the secondary-level. It will explore issues pertaining to the creative arts, advocacy and policy. Students will apply critical thinking to recent research topics in the field, as well as develop quality instruction of culturally rich and musically sophisticated tasks. Students will be prepared to teach and direct choruses, instrumental ensembles and general music at the secondary level, with a high degree of research-based philosophical and pedagogical expertise. (Offered Fall or Spring) **3 credits**

MUS 223 KEYBOARD HARMONY I

(formerly MUS 215 Keyboard Harmony for 3 credits)

Assimilation of harmonic materials through practical application at the piano, with an emphasis on playing chords and chord progressions. Course content includes improvisation, accompaniment patterns, the harmonization of melodies and playing by ear. Students must demonstrate basic piano skills, or as a prerequisite, take MUS 110: Class Piano. Prerequisite: MUS 112. (Offered Spring) Fee-\$100.00. **1 credit**

MUS 224H (HONORS) MUSIC AND SOCIETY THROUGH HISTORY

The study of music from various perspectives: its history, relation to culture and society, organized around ideas where creative and cultural effects are explored through examination and dialog of music repertoire spanning historical eras and global cultures. Functional aspects of the music will be related to the socio-historical, philosophical and cultural characteristics of the people in that country or region. This course will also explore the development and changes in music style and interest to changes in society as framed by social and cultural contexts of politics, economic factors, technology, conflict and revolution,

governance and information. Topics may vary from year to year. (Satisfies General Education Music History requirement.) (Spring) **3 credits**

MUS 226 CONDUCTING II

(formerly Choral Conducting)

A continuation of Conducting I, this course places greater emphasis on score analysis and refinement of technique, including posture, patterns, cueing, fermatas and gestures as they apply to instrumental and vocal ensemble settings. Prerequisites: MUS 112, MUS 213, MUS 218 and Chairperson permission. **2 credits**

MUS 231 AN EXPERIENTIAL HISTORY OF ORFF

Karl Orff was as important composer of Classical Music in the 20th Century. His work with children, also called *Musik for Kinder*, has emerged as one of the most influential music education movements in America and worldwide. In this course, students will utilize experiential learning to explore the repertoire that developed from this composer's contributions to the era. **1 credit**

MUS 232 AN EXPERIENTIAL HISTORY OF VOCAL HARMONY

American choral singing was founded upon earlier styles dating back to the Renaissance. Literature and early teachers of vocal harmony in America will be discussed along with music from various periods. The progression from early American singing-schools of the colonial period, through the first choral societies, MENC and the post-modern innovations of the 20th Century music will be explored. **1 credit**

MUS 233 AN EXPERIENTIAL HISTORY OF KODALY

Zoltan Kodaly was an important composer, folklorist and educator. This course will cover the history of the Kodaly method of combining kinesthetic and visual strengths in developing music appreciation and skills. It will explore the development of music in children from an early age. Students will learn how to use voice as a primary instrument, and experience repertoire from a variety of community and classroom settings. **1 credit**

MUS 235 SINGING AND SIGNING: LEVEL II

This elective will focus on children ages birth to five years, in addition to school age children and adults. Students will learn about and engage in interventions designed to promote language development in pre-verbal, developing-verbal and non-verbal children, in addition to reading skills. There will be an increased clinical focus with practical applications and more in-depth learning about the history of American Sign Language (ASL) in Deaf Education. Highlights will include the use of ASL taught through songs, stories and musical play. There will be creative projects and opportunity for dissecting interpretation choices in signed songs. Students will expand their musical repertoire and increase their sign language vocabulary while learning more of the grammar and syntax of ASL. This course satisfies the Liberal Arts and Sciences requirement and can be taken as a vocal elective. Prerequisites: Basic ASL proficiency and/or MUS 194. (Offered Fall and Spring) **1 credit**

MUS 240 AUDIENCES AND THE MUSIC INDUSTRY

(also COM 240) **3 credits**

MUS 245 AUDIO TECHNOLOGY I

In this course, we further the technical skills acquired in the Introduction to Digital Audio course. Students further their knowledge of DAW software and Wave Form Editors, while developing a portfolio of original works. Students also begin to work with advanced samplers like Kontakt, and work with mastering software and mastering tools such as Ozone and Waves. Students are introduced to specialized synthesizers like Omnisphere, Massive, FM8. Prerequisite: MUS 161. Fee-\$100.00 **3 credits**

MUS 246 AUDIO TECHNOLOGY II

In this course, students explore the use of electronic media in live performance. Students are introduced to the software Ableton Live and begin to use different controllers, from tablets, and cellular phones, to gaming controllers to control sound applications. Students are also introduced to the modular programming platform MAX MSP. Students will create stand-alone applications that can be used in their search for artistic expression, from creating simple synthesizers and samplers, to real time audio processing. Prerequisite: MUS 245. Fee-\$100.00. **3 credits**

MUS 247 AUDIO TECHNOLOGY III

This course furthers the student's knowledge of to the modular programming platform MAX MSP, and are introduced to the video and image processing component: JITTER. Students will create stand-alone applications that can be used in their search for artistic expression. Students explore the intersections of sound and image and develop tools to affect them in real time. Students continue to explore the use of various controllers to process sound and video in real time. Prerequisite: MUS 246. Fee-\$100.00. **3 credits**

MUS 250 MUSIC EDUCATION SEMINAR

Seminar meetings will focus on a broad range of topics of concern to the professional music educator, including professional development, career orientation, and guest lectures from specialists in the field. Students will acquire the dispositions expected of professional educators. This class is to be repeated each semester in partial fulfillment of music education proficiency requirements. Students will meet for two hours per month. Pass/Fail. Fee - \$45.00. **0 credit**

MUS 251 PRIVATE STUDIO PEDAGOGY

This elective will focus on the business of teaching instrumental or vocal lessons as a private business. Students will learn how to establish their own private teaching studios, create marketing strategies, create schedules, income/expense spreadsheets, prepare their taxes, prepare lesson plans and various other topics important to running a private teaching studio. No required prerequisites. (Offered Fall & Spring) **1 credit**

MUS 258 MASTER CLASS I

The course is designed for the serious student and will be

conducted as a workshop in style, performance practices, interpretation, practice methods and all practical concerns of the student intending to make a career in music. Students will perform and discuss selected compositions in class and will be asked to analyze and compare recorded performances of famous musicians. (Can be repeated for credit.) **1-3 credits**

MUS 264 OPERA WORKSHOP

This course is designed to teach and develop the fundamental skills necessary for singers to perform opera. Emphasis will be on body movement, character development, styles and musical preparation. **3 credits**

MUS 272 MUSIC THERAPY: THEORIES AND METHODS I

(formerly offered as MUS 274 for 4 credits)

Demonstration, analysis and comparison of theories, methods and models of music therapy for children with regard to specific pathologies. Exploration and refinement of the musical and personal resources necessary to meet client needs. Course includes three hours per week field observation. Students register concurrently with MUS 283. Pre- or Corequisite MUS 107 or MUS 158. **3 credits**

MUS 273 MUSIC THERAPY: THEORIES AND METHODS II

(formerly offered as MUS 275 for 4 credits)

Demonstration, analysis and comparison of theories, methods and models of music therapy for adults with regard to specific pathologies. Continued exploration and refinement of the musical and personal resources necessary to meet clients' needs. Course includes three hours per week field observation. Students register concurrently with MUS 283. Pre- or Corequisite: MUS 107 or MUS 158. **3 credits**

MUS 280 PROFESSIONAL GROWTH IN MUSIC THERAPY TRAINING

The purpose of this course is to guide students to set and meet professional goals. Students will develop their clinical, musical, ethical and critical thinking, interpersonal skills, and be given an overview of what is required as a music therapy professional. This course is required for all students who did not pass their professional dispositions. (See the Music Therapy Student Handbook.) Additional fieldwork hours may be required by the instructor. This course may only be taken one time during the student's matriculation at Molloy College. Pass/Fail. **1 credit**

MUS 283 MUSIC THERAPY LAB

Class will use experiential components as a means of exploring group music therapy activities. An understanding of the differential use of various musical media for therapeutic purposes will be the primary goal. In addition, simple composition and basic accompaniment skills will be developed. (This course may be repeated for credit.) Fee-\$100.00. **1-3 credits**

MUS 314 HARMONY III

The continued study of 18th and 19th century harmony through Neapolitan and augmented sixth chords, chromaticism and modulation. Theoretical practices of the 20th century, including modes, altered scales and twelve-tone techniques,

will be studied through the analysis of representative examples. Students should also be registered for MUS 206 and MUS 315. Prerequisite: MUS 213. **3 credits**

MUS 315 KEYBOARD HARMONY II

A continuation of Keyboard Harmony I, this course will focus on playing chord progressions, accompaniment patterns, and melodies of greater difficulty. Also included are keyboard sequences, transposition, and the realization of figured bass. Students should also be registered for MUS 206 and MUS 314. Prerequisite: MUS 223 or permission of the Music Department chairperson. Fee-\$100.00. **1 credit**

MUS 374 MUSIC THERAPY FIELDWORK I

(formerly MUS 376 for 2 credits; formerly Clinical Problems in Music Therapy I)

Writing-Intensive Course

Five hours/week field placement plus weekly seminars are combined to provide the student with the opportunity to integrate theory with practice while working with an experienced clinician in a setting with children or adults. Assessment, treatment and evaluation procedures and related clinical issues are explored. Prerequisites: MUS 272, MUS 273, or permission of the Undergraduate Director of Music Therapy. (MUS 274 and MUS 275 are phased out but allowed in place of MUS 272 and MUS 273 for students prior to 2015.) **3 credits**

MUS 375 MUSIC THERAPY FIELDWORK II

(formerly MUS 377 for 2 credits; formerly Clinical Problems in Music Therapy II)

Writing-Intensive Course

Continuation of MUS 376. Student will be assigned to a new field agency to assure experience with both child and adult client populations. Advanced investigation of clinical issues, models of treatment, and role of MT in various types of practice. Prerequisite: Permission of Undergraduate Director of Music Therapy. **3 credits**

MUS 378 CLINICAL IMPROVISATION

Development of clinical improvisation skills needed to implement various models of improvisational music therapy. Focus is on skill development and the creative exploration of musical resources needed to respond to the musical/clinical needs of clients. Prerequisite: Permission of the Undergraduate Director of Music Therapy. Fee-\$100.00. **3 credits**

MUS 379 MUSIC THERAPY CLINICAL DOCUMENTATION

Music Therapy students will develop clinical writing skills that relate to their work at fieldwork and internship sites. Classes will combine lecture, discussion and practical writing time. Students will have opportunities to meet individually with the instructor and with peers. Students will develop goal-writing skills and formulate treatment plans for their clients. Prerequisites: MUS 375 or 377 (for students doing 2013 catalog requirements). Corequisite: MUS 460 or MUS 520. **1 credit**

MUS 380 PROFESSIONAL SKILLS FOR MUSIC THERAPY

Students will further develop music therapy assessment skills and incorporate them in the organization and presentation of a clinical case study (incorporating multi-media). They will also

develop a professional music therapy proposal. Prerequisites: MUS 379. Co-requisites: MUS 461 or MUS 521. **1 credit**

MUS 382 CLINICAL PIANO IMPROVISATION

(formerly Clinical Piano Improvisation)

Advanced development of clinical improvisation skills needed to implement various models of improvisational music therapy. Special focus on advanced keyboard improvisation skills. In-depth study of the specific clinical techniques described by Dr. Kenneth Bruscia. Exploration and examination of student's expression of self through improvisation as related to issues of counter transference. Prerequisites: MUS 378 and permission of the Coordinator of Music Therapy. Fee-\$100.00. **3 credits**

MUS 395 INTRODUCTION TO MUSIC THERAPY RESEARCH

This course is an introduction to research in music therapy. Students will read, interpret and conduct music therapy research, including quantitative and qualitative methodologies. Prerequisites: MUS 272 and MUS 273. (MUS 274 and MUS 275 are phased out but allowed in place of MUS 272 and MUS 273 for students prior to 2015.) **3 credits**

MUS 460 MUSIC THERAPY: INTERNSHIP I

Advanced development of clinical skills and methods of treatment through extensive observation and experience with clients under supervision of experienced clinician. MUS 460/461 progression includes 450 hours of fieldwork and a weekly seminar at college. Prerequisites: MUS 374 and MUS 375. (MUS 274 and MUS 275 are phased out but allowed in place of MUS 272 and MUS 273 for students prior to 2015.) (MUS 376 and MUS 377 are phased out but allowed in place of MUS 374 and MUS 375 for students prior to 2015). Fee-\$150.00. **3 credits**

MUS 461 MUSIC THERAPY: INTERNSHIP II

Writing-Intensive Course

Continuation of MUS 460, including 450 hours of internship and a weekly seminar. In sequence and by permission of Director of Undergraduate Music Therapy. Culmination of work in a Case Study Research Presentation, including a 15-20 page multiple draft paper. Prerequisite: MUS 460. Fee-\$150.00. **3 credits**

MUS 470 INDEPENDENT STUDY: APPLIED MUSIC/MUSIC THEORY

Independent study open to students who manifest a desire for research in the area of the student's special interest under the guidance of the music faculty. (Offered upon request) **1-3 credits**

MUS 471 INDEPENDENT STUDY: MUSIC HISTORY

Independent study open to students who manifest a desire for research in the area of the student's special interest under the guidance of the music faculty. This course will focus on music history. (Offered upon request) 1-3 credits

MUS 475 STRATEGIES FOR A SUCCESSFUL ARTS CAREER

(also ART 475, NMD 475, MUS 475)

(Offered upon request) **3 credits**

MUS 496 SENIOR CAPSTONE I

(Formerly offered as MUS 495 Senior Recital Project for 2 credits)

Writing-Intensive Course

The Senior Capstone Project I is a course designed to help the music major transition to professional life. The student designs a yearlong project in conjunction with the instructor (and other members of the music department if applicable) that will help students support their careers in music. The projects will be approved by the instructor and may include a Senior Lecture Recital, a substantial Recording Project, a Portfolio of Original Compositions, a Portfolio of Creative Projects that involve Music Technology or a Career Path Project designed to adapt to the specific needs and interests of the students. The course ends with a public performance or presentation of the project, with at least half of the proposed project completed during the Fall semester, when the student is enrolled in Senior Capstone Project I, and a presentation of the completed project during the Spring semester, when the student is enrolled in Senior Capstone Project II. (Offered as required) Fee-\$75.00. **1 credit**

MUS 497 SENIOR CAPSTONE II

(Formerly offered as MUS 495 Senior Recital Project for 2 credits)

Writing-Intensive Course

The Senior Capstone Project II is the continuation of Senior Capstone Project I. The course is designed to help the music major transition to professional life. The student completes the yearlong project, previously approved and developed in conjunction with the instructor (and other members of the music department if applicable). The projects may include a Senior Lecture Recital, a substantial Recording Project, a Portfolio of Original Compositions, a Portfolio of Creative Projects that involve Music Technology or a Career Path Project designed to adapt to the specific needs and interests of the students. Senior Capstone Project II ends with a final recital, or presentation of the completed project at the end of the semester. (Offered as required) Fee-\$75.00. **1 credit**

GRADUATE-LEVEL COURSE DESCRIPTIONS FOR DUAL-DEGREE PROGRAM MUSIC THERAPY STUDENTS ONLY:

MUS 520 INTERNSHIP I

See the Molloy College Graduate Catalog for a full course description and any fees. **3 credits**

MUS 521 INTERNSHIP II

Writing Intensive Course

See the Molloy College Graduate Catalog for a full course description and any fees. **3 Credits**

MUS 529 BASIC THEORIES OF PSYCHOTHERAPY AND THEIR RELATIONSHIP TO MUSIC THERAPY

See the Molloy College Graduate Catalog for a full course description and any fees. **3 Credits**

New Media Courses

NMD 228 WRITING FOR THE WEB

(also ENG 228, formerly also COM 228)

Writing-Intensive Course

Introduces the processes of writing in different styles for various online posting and distribution outlets. Writing includes short form content on microblogging social media sites to long form media outlets and personal blogs. Students will learn to analyze online posts and text to discover nuances of the online writer and maintain a multipage blog. (Offered Fall) **3 credits**

NMD 243 INTRODUCTION TO NEW MEDIA

(also ENG 226, formerly also COM 243)

Introduction to the rapidly changing field of New Media, including video gaming, video and webpage Internet design, web and podcasting, blogs, online communities and other aspects of a virtual world. The course examines these new technologies in terms of their social and communicative impact. (Offered Fall, Spring) **3 credits**

NMD 244 ONLINE CONTENT PRODUCTION

(formerly also COM 244)

Introduction to digital media creation, authorship, making and design. Students will create visual and written content for the web, including web pages, GIFs, graphics, memes and thematic social media channels. Students work together and independently to create online digital material and to critique and enhance online projects. (Offered Fall) **3 credits**

NMD 246 CIVIC ENGAGEMENT WITH NEW MEDIA

(formerly also COM 246)

New and digital media are at the center of a powerful intersection of business interests, technological capacities and information flows. Empowered digital citizens are encouraged to take an active role and civic agenda in their usage of the web. This course analyzes civic engagement and technology empowerment through various issues connected to new media usage and activism. A significant portion (at least 50%) is formal oral presentation. (Satisfies General Education Speech Communications requirement.)(Offered Spring) **3 credits**

NMD 309 HISTORY OF DIGITAL MEDIA

Writing-Intensive Course

(formerly also COM 309)

A survey of the history of digital media in the electronic age. This course examines the cultural landscape from Sputnik to streaming and social media as well as an examination of cyberwar, surveillance and speculative futures in robotics and AI. (Offered Fall) **3 credits**

NMD 310 VIDEO STORYTELLING FOR THE WEB

(formerly also COM 310)

This course covers the history and methods of digital media storytelling in shareable spaces as well as students' own personal expression in the online environment. Students learn the history and development of vlogging, webseries and

YouTube personalities, the theory of shareable online media and the changing digital media environment. Students will write and produce vlogs and short web-based content with an emphasis on the process of writing for visual media. Students will develop knowledge necessary to create and develop stories with the intent of posting online and developing a professional voice. (Offered Spring) **3 credits**

NMD 328 ADVANCED WEB WRITING FOR ORGANIZATIONS

(formerly also COM 328)

This course explores sharpening your writing and online skills using text, images, audio and video to maximize the impact of your web-enabled, customer-facing message. We use in-class labs, collaborative exercises, readings, and discussion to examine how to use clear and direct writing, carefully planned structure, appropriate themes and templates with technology that strengthens your online voice and effectively deliver a compelling message. **1 credit**

NMD 338 GIF MAKING

(formerly also COM 338)

This course delves into the history of the graphic interchange format image (GIF) as well as how to create them, implement them and consider them in a scope of the creativity of the web. The use of the short, infinitely looping animations are a form of artistic expression on sites like Tumblr and BuzzFeed as well as part of our cultural discussion. The course will explain the history and theory of the motion image and educate students on the various methods of GIF creation and distribution. (Offered Fall) **1 credit**

NMD 360 VIRTUAL REALITY STORYTELLING

This course introduces students to 360-degree video acquisition and production. Students will be exposed to various virtual reality and immersive stories; both headset and non-headset based. Students will be tasked with creating a short, non-fiction 360-degree story to be shared on YouTube and Facebook. The goals of this course are to gain an understanding and vocabulary of emerging media practices for the virtual and augmented reality world. Students will gain valuable knowledge of the usage and application of immersive media practices. (Offered Fall) **1 credit**

NMD 381 DIGITAL APPLICATIONS FOR NEW MEDIA

(formerly also COM 381)

An introduction to digital theory by designing and editing web-based apps on multiple platforms. Students will learn 3D printing, virtual reality integration, open-source programming and digital design. Students produce several digital products for both classroom and personal use. Prerequisite: COM 244 or permission of Program Director. (Offered Spring) **3 credits**

NMD 382 GLOBAL NEW MEDIA

(formerly also COM 382)

Using narrative storytelling, interactive maps and basic JavaScript coding, students approach digital media through site-specific locative projects. Blending mobile storytelling techniques with media archaeology theory of data mapping, students gain an understanding of several web code languages

and practice in critical thinking about location, travel, history and narrative storytelling. Prerequisites: NMD 244 or NMD 381 or permission of Program Director. (Offered Spring) **3 credits**

NMD 392 ADVANCED ONLINE CONTENT PRODUCTION

(formerly also COM 392)

A continuation of NMD 244 with continued emphasis on digital media creation for multiple platforms. Includes greater stress on creating more advanced visual, audio and textual content for online distribution. Students will work together and independently to produce a more sophisticated website with more elaborate media content. Prerequisite: NMD 244 or permission of Program Director. (Offered Spring) **3 credits**

NMD 440 INTERNSHIP I

This is the first of two internships that the New Media major requires, both of which are designed to place students in professional settings that best reflect their skills and personal interests and that offer practical assistance in preparing them for success after graduation. This internship is focused on working in a new media field or with new and digital media responsibilities. Junior status and Chairperson permission needed. Students are required to complete 120 hours at their internship site along with four or more scheduled meetings with their faculty member. (Offered Fall, Spring) **3 credits**

NMD 441 INTERNSHIP II

This is the second of two internships that the New Media major requires, both of which are designed to place students in professional settings that best reflect their skills and personal interests and that offer practical assistance in preparing them for success after graduation. This internship is focused on working in a new media field or with new and digital media responsibilities. Junior status and Chairperson permission needed. Students are required to complete 120 hours at their internship site along with four or more scheduled meetings with their faculty member. (Offered Fall, Spring) **3 credits**

NMD 444 CRITICAL MAKING FOR NEW MEDIA

Critical Making refers to a broad range of activities; it encompasses modes of physical fabrication like woodworking and fashion design, to modes of digital fabrication like 3D printing and customizing a Raspberry Pi. The most important aspect of critical making is the imperative to situate what one builds within a social, political or ethical context. Allowing students time to conceptualize and reflect upon the context in which their projects might function is equally as important the act of production. This course is a capstone course and will be tied into the second internship. Prerequisites: NMD 243, NMD 244, NMD 381, and NMD 392. (Offered Spring) Lab Fee: \$75.00. **3 credits**

NMD 470 INDEPENDENT STUDY

Independent study in an area approved by the Chairperson for students with a minimum index of 3.0 in New Media. The student works under the guidance of a member of the Digital Humanities and New Media faculty. Approval of faculty member and Department Chairperson. (Offered Fall, Spring) **1-3 credits**

NMD 475 STRATEGIES FOR A SUCCESSFUL ARTS CAREER

(also ART 475, MUS 475, formerly also COM 475)
(Offered upon request) **3 credits**

Nuclear Medicine Technology BS Courses

NMT 299 INTRODUCTION TO FUNDAMENTALS IN NUCLEAR MEDICINE TECHNOLOGY

This course is designed to offer students with an introduction into the fascinating domain of nuclear medicine. Students will learn about the basic principles of nuclear medicine, along with the advantages and its limitations. It is intended to be a basic study of the terminology, radiotracers, instrumentation, physics, and radiation safety involved in Nuclear Medicine. It will allow the student to have a general knowledge of the activities of a Nuclear Medicine Department to complement their first clinical experiences. The Nuclear Medicine Code of Ethics as well as the history of Nuclear medicine will be discussed. Basic quality assurance/quality control measures will be introduced. The specific "jargon" used in the field will be reviewed. The student will be introduced in a cursory manner to imaging procedures to prepare them for their first internship setting. This course will prepare the student to advance to the Clinical Procedures I, II, and III level courses. **3 credits**

NMT 300 RADIATION PHYSICS

The course starts with an introduction to atomic and nuclear physics. The principles of radioactivity and radioactive decay are thoroughly described. Radionuclide production methods are discussed followed by the various means by which radiation interacts with materials. Basic principles of radiation detectors, radiation measuring electronics and related statistics are presented. The last part of the course presents an introduction to the problems of radiation safety and health physics with specific discussion of the methods of internal radiation dose calculation that are so important to the safe use of radioactive materials in nuclear medicine studies. Corequisites: CHE 109, CHE 112, PHY 188, PHY 189, NMT 299. (Offered Fall) **3 credits**

NMT 301 PATIENT CARE IN NUCLEAR MEDICINE TECHNOLOGY

Students will study medical terminology and basic nursing skills necessary for the care of patients in the nuclear medicine setting. Venipuncture and IV catheter insertion will be demonstrated and practiced. Basic EKG skills, measurement and recording of vital signs will be studied and practiced providing future technologists skills pertinent to patient care in today's healthcare setting. Medical and legal issues (Patients' Bill of Rights), patient safety and patient confidentiality (HIPAA) will be discussed including continuing advances in technological communication (EMR) and its impact on patient care. Communication skills with an emphasis on, sensitivity and empathy, explanation of procedures and education (patient and family) will be studied. Students will study practical methods and develop necessary skills to acquire patient identification, medical history, current

condition and understanding of medical treatment/diagnostic testing. Students will study the basics of the healthcare systems including the roles of the healthcare team (specifically within the nuclear medicine/radiology departments), policies and procedures within the hospital setting, professional conduct and adherence to professional standards. Prerequisite: NMT 299. **3 credits**

NMT 302 RADIO-PHARMACEUTICAL CHEMISTRY

This course begins with a study of the basic concepts of inorganic, organic and biochemistry. Specific topics include atomic structure, chemical bonding and reactions, as well as use of periodic tables. This introduction leads into a comprehensive study of radiopharmaceutical methodologies, mathematical equations, basic properties of radioisotopes, production of radionuclides and an in-depth discussion of generator systems and tracer principles. Additional topics for discussion will include characterization and classification of diagnostic and therapeutic radioisotopes, biodistribution of medical tracers as well as the use of pharmaceutical adjuncts, radiopharmaceutical preparation, quality assurance, storage and record keeping. Prerequisites: CHE 109, 112. **3 credits**

NMT 303 INSTRUMENTATION AND COMPUTER APPLICATIONS

The course presents detailed discussions of nuclear medicine systems and applications. Pulse height spectrometry, which plays an important role in many nuclear medicine procedures, is explained along with general problems in nuclear medicine counting for both in vivo and in vitro measurements. Radionuclide imaging, beginning with a description of the principles and performance characteristics of gamma cameras, still the workhorse of nuclear medicine, is covered. General concepts of image quality in nuclear medicine are discussed followed by an introduction to the basic concepts of reconstruction tomography. Instrumentation and implementation of reconstruction techniques are discussed for single photon emission computed tomography (SPECT) and positron emission tomography (PET) systems. Hybrid imaging and the basic principles of computed tomography (CT) scanning are presented. Finally, digital image processing techniques are summarized. Prerequisite: NMT 300. (Offered Spring) **3 credits**

NMT 304 RADIATION PROTECTION AND BIOLOGY

This course will examine specific components related to radiation biology, radiation safety and radiation protection in nuclear medicine operations. Personnel working within this environment must be aware of the effects of ionizing radiation in an occupational setting. Prerequisite: NMT 301. **3 credits**

NMT 305 CLINICAL PROCEDURES I

This course is the student's first in-depth look at the field of nuclear medicine. Students will begin to learn fundamentals of nuclear medicine procedures, what they are used for and all relevant anatomy and physiology. Topics will include: nuclear medicine computer systems, musculoskeletal system, respiratory system, infection and oncology, and genitourinary system. Students will also learn appropriate use of radiopharmaceuticals, radiation safety and patient care. These skills will be learned in the classroom with use of various

educational aids and applied in clinical settings. Prerequisite: NMT 299. **3 credits**

NMT 306 CLINICAL PROCEDURES II

In this course, the students will continue their study of the field of nuclear medicine by exploring further into more complex nuclear medicine procedures. Knowledge of medical terminology, anatomy & physiology, and radiation safety will play a large role. Students will incorporate skills and knowledge acquired in NMT 305 to advance further. In NMT 305, topics will include Nuclear Cardiology and Gastrointestinal System. Students will continue to learn appropriate use of radiopharmaceuticals as well pharmaceuticals, radiation safety and patient care. These skills will be learned in the classroom with use of various educational aids, and applied in clinical settings. Prerequisite: NMT 305. **3 credits**

NMT 307 CLINICAL PROCEDURES III

After successfully completing NMT 305 and NMT 306, students will be ready immerse into topics of Radiation Therapy, Central Nervous System, Endocrine System, Pediatric Nuclear Medicine, Non-Imaging Procedures and PET/CT Technology. Students' area of studies will include complex radiopharmaceuticals used in PET imaging, radiation safety and regulations involved in Nuclide Therapy, as well as learning skills of working with young children. A complete overview of healthcare ethics and patient care is also included in NMT307. During this semester, a special emphasis will be placed on medical terminology and nuclear medicine technology board exams. Prerequisite: NMT 306. **3 credits**

NMT 310 NUCLEAR MEDICINE INTERNSHIP I

Students at this level will undergo an orientation to nuclear medicine technology in their first clinical experience. At this level, students should be able to perform work following demonstration by their clinical instructors. The student will aid the clinical instructor and perform patient related nuclear medicine services, quality control and quality assurance testing under supervision of their clinical preceptors at all times. 112 clinical internship hours. One required seminar or class meeting with faculty. Minimum of 2 clinical visits to site conducted by Molloy faculty. Prerequisite: NMT 299. Clinical fee-\$280. **1 credit**

NMT 311 NUCLEAR MEDICINE INTERNSHIP II

Students should be able to perform work following demonstration by their clinical instructors. The student will aid the clinical instructor and perform patient related nuclear medicine services, quality control and quality assurance testing under supervision of their clinical preceptors at all times. At this level, the student should perform procedures step by step as the technologist gives direction and assistance. Clinical competencies should begin during this rotation. 336 clinical internship hours. One required seminar or class meeting with faculty. Minimum of 3 clinical visits to site conducted by Molloy faculty. Prerequisite: NMT 310. Clinical fee-\$375. **3 credits**

NMT 312 NUCLEAR MEDICINE INTERNSHIP III

At this level, the student should perform routine clinical procedures without instructional assistance, but under close observation at all times. 384 clinical internship hours. One required seminar or class meeting with faculty. Minimum of 3 clinical visits to site conducted by Molloy faculty. Prerequisite: NMT 311. Clinical fee-\$280. **3 credits**

NMT 315 HEMATOLOGY AND IMMUNOLOGY IN NUCLEAR MEDICINE TECHNOLOGY

In order to understand the rationale used and the complexities associated with the use of radiopharmaceuticals in radioimmunotherapy, it is essential for the Nuclear Medicine Technologist to understand the key steps in the development and function of the Hematologic and Immunologic systems. Radioimmunotherapy has necessitated a deeper knowledge of the role of these systems in various disease states and cancers. Prerequisite: NMT 299. **3 credits**

NMT 403 ADVANCED IMAGING PHYSICS

The goal of this course is to prepare students to sit for and pass a



national board exam in Computer Tomography. Course curricula and clinical competency follow the guidelines established by the American Registry of Radiological Technologists. The curriculum also corresponds with all of the requirements set forth by the NMTCB for their CT specific exam. Comprehensive didactic instruction includes, but is not limited to: patient care and safety, CT physics, systems operations and instrumentation, data acquisition, image display and post processing of all imaging procedures, quality control, informatics, contrast media and administration along with intensive examination. Students are required to pass the course with a minimum of a C+ grade to advance. Students will be required to meet all supervised clinical competency standards to be eligible for ARRT and NMTCB exam. These clinical requirements can be achieved in concert and after the didactic course. Prerequisite: NMT 303. Corequisite: NMT 407. **3 credits**

NMT 407 NUCLEAR MEDICINE/CT CROSS SECTIONAL ANATOMY

Sectional Anatomy & Imaging Strategies covers essential sectional anatomy and physiological aspects of radiology affecting image quality as well as the accepted clinical imaging techniques for each clinical area. Hundreds of labeled Nuclear Medicine, PET and CT sectional images - both normal and pathological - are used to explain modern imaging techniques. The course is intended for Nuclear Medicine Technology students as the educational program to advance their knowledge into the field of Fusion Imaging. Sectional imaging strategies and the sectional presentation of anatomical structures will include the entire human body. Prerequisite: NMT 312. **3 credits**

NMT 408 ADVANCED PRACTICE/REGISTRY REVIEW NUCLEAR MEDICINE TECHNOLOGY

This course is designed to prepare the Nuclear Medicine student for a certification/registry exam as an entry level Nuclear Medicine Technologist. It is intended that this course will be a summary and review of the basic Nuclear Medicine practice and will cover the material included on national registry/certification examinations. The mechanics of Computer Adaptive Testing will also be reviewed. Prerequisite: NMT 307. **3 credits**

NMT 409 CLINICAL CONFERENCE I AND MANAGEMENT OF HEALTHCARE SYSTEMS

Writing-Intensive Course

This course will enable students to share their experiences from their clinical rotations with other students. Through extensive case study presentations, students can incorporate their didactic training to actual work-related activities in the clinical laboratories. Students will be required to attend society functions and read society journals. The course will look at health care systems and management related to Nuclear Medicine. Upon completion of this course, all students will have a broad understanding and proficiency in the management of health care systems to fulfill the role of a practicing nuclear medicine technologist. Prerequisite: NMT 307. **3 credits**

NMT 412 NUCLEAR MEDICINE INTERNSHIP IV

At this level, the student should perform routine clinical procedures without instructional assistance, but under close

observation at all times. When this stage of competency is attained, the student is able to perform departmental functions and routine procedures under supervision. 392 clinical internship hours. One required seminar or class meeting with faculty. Minimum of 3 clinical visits to site conducted by Molloy faculty. Prerequisite: NMT 312. Clinical fee-\$210. **6 credits**

NMT 414 NUCLEAR MEDICINE INTERNSHIP V

When this stage of competency is attained, the student is able to perform departmental functions and routine procedures under supervision. Upon completion of this internship, students will be proficient in the broad scope of practice to be an entry-level nuclear medicine technologist. All mandated clinical experience requirements for Nuclear Medicine Technology and CAT Scan set forth by the Registry (ARRT) and Certification (NMTCB) bodies must be achieved by the completion of this internship. 448 clinical internship hours. One required seminar or class meeting with faculty. Minimum of 3 clinical visits to site conducted by Molloy faculty. Prerequisite: NMT 412. Clinical fee-\$210. **6 credits**

NMT 417 CLINICAL CONFERENCE II AND THESIS RESEARCH

Writing-Intensive Course

This course will enable students to share their experiences from their clinical rotations with other students. Through extensive case study presentations, students can incorporate their didactic training to actual work-related activities in the clinical laboratories. Students will be required to attend society functions and read society journals. The course will provide review for the registry and certification examinations. The course includes research methods, correlative imaging, public speaking, medical informatics, certification and credentialing and preparation of resumes/cover letters. Students will do an extensive research project on an upcoming study in Nuclear Medicine and write a scientific/professional paper. Students will give a power point presentation to their peers on their research. Upon completion of this course, students will demonstrate proficiency in all skills necessary to fulfill the role of a nuclear medicine technologist. Prerequisite: NMT 409. **3 credits**

Nursing Courses

This non-credit course is available to students who have failed the calculation examination following NUR 239. Students will receive 12 hours of classroom instruction in drug calculation from simple to complex calculation processes. Practice problems based on clinical situations are integrated throughout. (Pass/Fail) Fee-\$130.00. **0 credit**

NUR 071 DRUG CALCULATION REVIEW II

This non-credit course is available to students who have failed the second drug calculation examination in nursing course NUR 409. Students will receive 12 hours of classroom instruction in drug calculation from simple to complex calculation processes. Practice problems based on clinical situations are integrated throughout. (Pass/Fail) Fee-\$130.00. **0 credit**

NUR 129 PROFESSIONAL SOCIALIZATION: EDUCATION FOR PROFESSIONAL NURSING PRACTICE

This Level I introductory theory course, taken upon acceptance into the undergraduate nursing program, introduces the novice nursing student to the multiple historical and societal factors that influence professional nursing practice within a dynamic health care environment. The course focuses on the development of nursing as a profession, current and evolving issues and trends in nursing and the health care delivery system, and the impact these have upon professional nursing practice. The role of the professional nurse in a contemporary and global society will be explored to assist students in establishing their identity with the nursing profession. Prerequisites: Acceptance into nursing program, College mandated SAT scores (Critical Reading SAT score of 480 or Nelson Denny Test Score of 12), appropriate reading and/or math scores or remediation. Corequisites: BIO 120; CHE 112; PSY 111. (Offered Fall, Spring) **2 credits**

NUR 139 HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN

This Level I course introduces the concepts of health and age-specific nursing assessment of health. The focus is on promotion of optimal function of individuals across the life span. The concept of health is presented within the context of human growth and development, culture and family utilizing the nursing process. Strategies for health promotion, interventions, and anticipatory guidance are addressed for each developmental level in conjunction with the role of the professional nurse. Prerequisites: BIO 120, PSY 111, CHE 112. Corequisites: BIO 121, 245; SOC 101/166. Pre- or Corequisites: NUR 129. (Students that need to repeat either BIO or CHE may take NUR 139.) (Offered Fall, Spring) **3 credits**

NUR 209 FOUNDATIONS OF HUMANISTIC NURSING PRACTICE

This is a theory, laboratory and clinical Level II nursing course that combines concepts of humanistic nursing practice with assessment, foundational nursing skills and therapeutics necessary to provide safe, competent patient-centered care. The health assessment content is integrated with the related skills of the specific system to facilitate a comprehensive understanding of the complex role of the professional nurse. The clinical and laboratory settings will provide the student with an opportunity to develop assessment and communication skills and to perform therapeutic interventions utilizing the nursing process in order to achieve quality patient outcomes. Experience in the clinical environment provides the student opportunity to apply theory, engage in critical thinking and clinical decision making as they begin to participate as a member of the interdisciplinary health team. Students will participate in three (3) hours of lecture/week, two (2) hour laboratory/ week and 78 clinical hours per semester. Prerequisites: BIO 120, 121, 245; CHE 112, PSY 111; SOC 101/166 (SOC 225H for Honors Program students). Corequisite: NUR 229, 239. Pre- or Corequisites: BIO 247, NUR 129, 139. (Offered Fall, Spring) Fee-\$700.00. **6 credits**

NUR 224 LPN: CLINICAL CONCEPTS AS RELATED TO HUMANISTIC NURSING PRACTICE

(Formerly NUR 204)

This course is required for LPN Career Mobility students who

have less than one year of clinical experience. It has both theory and College laboratory requirements. Concepts and principles from all areas of nursing, biological, physical, behavioral, and social sciences are included to provide the student with a strong theory base on which to develop and implement patient care. Prerequisites: BIO 120, 121, 245, CHE 112, PSY 111, SOC 101/161. Pre- or Corequisites: NUR 129, 139. Corequisites: BIO 247, NUR 226 LPN, 229, 239. (Offered Fall, Spring) Fee-\$350.00. **3 credits**

NUR 226 LPN: PHYSICAL ASSESSMENT

(Formerly NUR 206)

This course is required for LPN Career Mobility students. The course includes observation, interviewing, auscultation, palpation and percussion skills. Physical assessment and nursing diagnosis within the Molloy Humanistic Framework are emphasized. Prerequisites: BIO 120, 121, 245, CHE 112, PSY 111; SOC 101 or 161. Pre- or Corequisites: NUR 129, 139. Corequisites: BIO 247, NUR 224, 229, 239. (Offered Fall, Spring) Fee-\$470.00 **3 credits**

NUR 229 PATHOPHYSIOLOGY

This Level II course builds on knowledge from the sciences and the Level I nursing courses. The etiology, pathogenesis, clinical manifestations, and implications of selected disease processes are introduced. Content includes stress response, deviations in cellular activity, inflammatory processes, immune response, and fluid and electrolyte balance across the lifespan. Prerequisites: BIO 120, 121, 245, CHE 112; PSY 111; SOC 101/166 (SOC 225H for Honors Program students). Corequisites: NUR 239. Pre- or Corequisites: BIO 247, NUR 129, 139, 209, NUR 226 LPN. (Offered Fall, Spring) **3 credits**

NUR 239 PHARMACOLOGY I: IMPLICATIONS AND PRACTICE

This Level II theory and laboratory course is an introduction to pharmacology for humanistic nursing practice. The pharmacological content is integrated with the skills necessary for safe and therapeutic medication administration. The student will become familiar with the complexity of the medication administration process and the multifaceted role of the nurse. Pharmacological concepts, legal implications, and various drug classifications will be presented. Content related to the importance of research and technology as well as the impact of current social, economic, political, and health care trends on pharmacotherapeutics is discussed. Medication dosage calculations, administration techniques, documentation, communication and patient teaching will be addressed. Application of the nursing process, assessment, and safety is emphasized. Prerequisites: BIO 120, 121, 245; CHE 112; PSY 111; SOC 101/166 (SOC 225H for Honors Program students). Corequisite: NUR 209, 226. Pre- or Corequisites: BIO 247, NUR 129, 139, 229. (Offered Fall, Spring) Fee-\$235.00. **2 credits**

NUR 259 PHARMACOLOGY II: THERAPEUTIC MANAGEMENT

This Level II comprehensive theory course is a continuation of the basic pharmacology course (NUR 239) and introduces the student to the most commonly prescribed drugs by classification. Indications, contra-indications, and nursing implications for safe practice will continue to be addressed in

this course. Prerequisites: All sciences, NUR 129, 139, 209, 229 239; PSY 111; SOC 101/166 (SOC 225H for Honors Program students). Corequisites: NUR 289, 290, 299. Pre- or Corequisite: BIO 247. (Offered Fall, Spring) **2 credits**

NUR 289 HUMANISTIC PSYCHOSOCIAL CONCEPTS FOR NURSING

Writing-Intensive Course

This Level II theory course explores psychosocial nursing concepts foundational for the understanding and care of individuals and families across the life span within a complex society. Principles and concepts of mental health will provide the foundational basis for application throughout future learning experiences as the student develops the abilities and skills necessary to provide humanistic and empathic nursing care in the context of a complex health care environment. Prerequisites: All sciences, NUR 129, 139, 209, 229 239; PSY 111; SOC 101/166 (SOC 225H for Honors Program students). Corequisites: NUR 289, 290, 299. Pre- or Corequisite: BIO 247. (Offered Fall, Spring) **3 credits**

NUR 290 NURSING CARE OF PATIENTS WITH COMMON AND COMPLEX COMMON HEALTH PROBLEMS

(for Dual Degree students only)

Focuses on the professional nurse's role in the care of adults in the acute care setting. The four (4) hour theory component will explore humanistic nursing practice for clients experiencing more commonly encountered acute and chronic health care problems. The four (4) credit clinical component will be conducted two (2) days/week for a total of 150 hours/semester. The clinical experience will focus on the application of the nursing process as related to the biological, psychological, spiritual, and socio-cultural needs of the adult client/family with acute and chronic health care needs. Prerequisites: All sciences, NUR 129, 139, 209, 229, 239; Pre- or Corequisites: NUR 259, 289. (Offered Fall, Spring) Fee-\$775.00. **8 credits**

NUR 299 HUMANISTIC NURSING CARE OF ADULTS I: COMMONLY ENCOUNTERED HEALTH ISSUES

This Level II theory and clinical course focuses on the professional nurse's role in the care of adults in the acute care setting. The three (3) hour theory component will explore humanistic nursing practice for clients experiencing more commonly encountered acute and chronic health care problems. The three (3) credit clinical component will be conducted two (2) days/week for a total of 117 hours/semester. The clinical experience will focus on the application of the nursing process as related to the biological, psychological, spiritual, and socio-cultural needs of the adult client/family with acute and chronic health care needs. Prerequisites: All sciences; NUR 129, 139, 209, 229, 239; PSY 111; BIO 247, SOC 101/166. Corequisites: NUR 259, 289. (Offered Fall, Spring) Fee-\$660.00. **6 credits**

NUR 301 SELF-AWARENESS IN HUMANISTIC NURSING PRACTICE

(formerly NUR 118)

This is an elective course that is offered to students who wish to pursue a "journey inward". It affords the opportunity to look at and share parts of our lives that exist, but may be rarely focused upon. Participation is encouraged and enhanced by go-round activities and partner-sharing. Open to Non-Nursing

majors. Many exercises are utilized to meet these objectives, e.g., Gestalt workshop exercises, John Powell's "Fully Human-Fully/Alive" seminars, practices of yoga techniques, Anthony de Mello's video-tape and more. This is a totally experiential class. 15 hours/ offered over a weekend. (Offered Fall, Spring) **1 credit**

NUR 302 SELF AWARENESS SECOND EXPERIENCE

This elective course will focus upon concepts explored in Self Awareness (NUR 301) such as anger, fear and relationships. The course will also look at "how we live in today's world" exploring love, success and contentment in this context. Class is experiential with discussion and partner sharing encouraged. Open to Non-Nursing majors. 15 hours offered over a weekend. (Offered Fall, Spring) **1 credit**

NUR 304 SELF AWARENESS THIRD EXPERIENCE

This elective course will focus upon concepts explored in Self Awareness (NUR 301) and Self Awareness Second Experience (NUR 302) such as anger, fear and relationships. The course will also look at "how we live in today's world" exploring love, success and contentment in this context. Class is experiential with discussion and partner sharing encouraged. Open to Non-Nursing majors. 15 hours offered over a weekend. (Offered Fall, Spring) **1 credit**

NUR 329 HUMANISTIC NURSING CARE OF ADULTS II: INCREASINGLY COMPLEX HEALTH ISSUES

This Level III theory and clinical course focuses on the professional nurse's role in the care of adults in the acute care setting. The 3 hour theory component will explore humanistic nursing practice for clients experiencing more complex acute and chronic health care problems. The three (3) credit clinical component will be conducted two (2) days/week for a total of 117 hours/ semester. The clinical experience will focus on the application of the nursing process, decision-making, and critical thinking as related to the biological, psychological, spiritual, and socio-cultural needs of the acutely ill adult client/family. Prerequisites: NUR 259, 289, 299. Pre- or Corequisites: NUR 389. (Offered Fall, Spring) Fee-\$660.00. **6 credits**

NUR 349 HUMANISTIC NURSING CARE OF CHILDREN AND FAMILIES

This Level III theory and clinical course focuses on the humanistic nursing care of children in the context of their families. The unique needs of infants, children, and adolescents experiencing illness and hospitalization are explored in relation to their growth and developmental needs. This half-semester four (4) hour/week course includes one twelve (12) hour day/ week clinical experience of 75 hours/half semester. Students will apply theory to practice in an acute care clinical setting. Prerequisites: NUR 259, 299, 329 for all Nursing Programs, except Dual Degree/Second Degree and Dual LPN take 259 and 290. Corequisites: NUR 359. Pre- or Corequisites: NUR 389. (Offered Fall, Spring) Fee-\$545.00. **4 credits**

NUR 359 HUMANISTIC NURSING CARE OF THE CHILDBEARING FAMILY

This Level III theory and clinical nursing course focuses on the nursing care of women, within the context of the family, during the reproductive and childbearing cycles. This half-

semester four (4) hour/week course includes one twelve (12) day/week clinical experience of 75 hours/half semester. Issues and the application of the nursing process related to female reproductive roles, sexuality and physiological/psychological abnormalities are discussed. Content related to conception, the childbearing process, postpartum and newborn assessment and care is included. Prerequisites: NUR 259, 299, 320 for all Nursing Programs, except Dual Degree/Second Degree and Dual LPN take 259 and 290. Corequisites: NUR 349. Pre- or Corequisite: NUR 389. (Offered Fall, Spring) Fee-\$545.00. **4 credits**

NUR 389 NURSING RESEARCH FOR EVIDENCE-BASED PRACTICE

This Level III theory course, addresses scientific methodology of the research process and its application to nursing practice. Emphasis is placed on the theory and methods of scholarly inquiry, and critical evaluation of the research report. The importance of evidence-based nursing practice is addressed. Prerequisites: MAT 114/115; NUR 299. Corequisites: NUR 329. Prerequisites for Dual Degree Students: MAT/115; NUR 209. Prerequisites for RN Students: MAT 114/115; NUR 249 (or after Module). Corequisite: NUR 329. (Offered Fall, Spring) **3 credits**

NUR 409 HUMANISTIC NURSING CARE OF ADULTS III: MULTI-SYSTEM COMPLEX HEALTH ISSUES

This Level IV comprehensive theory course focuses on the professional nurse's role in the care of acute health problems of adults. This three (3) hour/week course focuses on the humanistic application of the nursing process as it relates to the biological, psychological, spiritual, and socio-cultural needs of the patient/family experiencing multi-system, complex, acute illness. Prerequisites: NUR 349, 359. Corequisites: NUR 429, 439. (Offered Fall, Spring) Fee-\$315.00. **3 credits**

NUR 429 HUMANISTIC NURSING CARE IN PSYCHIATRIC/ MENTAL HEALTH NURSING PRACTICE

This Level IV theory and clinical nursing course focuses on the expansion, synthesis, and application of prior knowledge. Mental health nursing concepts and knowledge needed to provide humanistic nursing care to individuals, families, communities, and populations will be presented. Important concepts for provision of nursing care to clients with mental health issues will be explored. Clinical experience will provide the student opportunities for synthesis and application of theory and practice. Mental health issues and approaches will be incorporated into the clinical experience. This full semester two (2) hour/week theory course includes six (6) hour/week clinical experience for a total of 75 hours/semester. Clinical experiences expose students to the full continuum of psychiatric care including: an acute inpatient psychiatric experience and an outpatient mental health experience. Prerequisites: NUR 289, 349, 359. Corequisites: NUR 409, NUR 439. (Offered Fall, Spring) Fee-\$545.00. **4 credits**

NUR 439 HUMANISTIC NURSING CARE IN PUBLIC/ COMMUNITY HEALTH NURSING PRACTICE

This Level IV theory and clinical nursing course explores the principles of public health nursing practice focusing on the expansion, synthesis and application of prior knowledge. The knowledge needed to provide humanistic nursing care to individuals, families, communities and populations at the

local, state, national and international level will be presented. Important concepts for population-based nursing practice, including levels of prevention (health promotion, risk reduction), epidemiology, environmental health, the health care delivery system, public health policy, cultural, economic factors, ethical issues, disaster preparedness and global health, will be discussed. Community intervention strategies will explore development of partnerships with populations and communities. This full semester two (2) hour/week theory course includes six (6) hour/week clinical experience for a total of 75 hours/semester. Prerequisites: NUR 349, 359. Corequisites: NUR 409, 429. (Offered Fall, Spring) Fee-\$545.00. **4 credits**

NUR 449 HUMANISTIC NURSING CARE OF ADULTS III: ADVANCED CLINICAL APPLICATION

This Level IV clinical practicum focuses on the professional nurse's role in the provision of humanistic nursing care to the acutely ill adult experiencing multi-system health issues. Clinical experiences will provide the student opportunities in advanced technical environments for the synthesis and application of complex theory. This two (2) days/week half semester clinical course is a total of 112.5 hours. Prerequisites: NUR 409. Corequisites: NUR 459, 499. (Offered Fall, Spring) Fee-\$545.00. **3 credits**

NUR 459 LEADERSHIP AND MANAGEMENT FOR HUMANISTIC NURSING PRACTICE

Writing-Intensive Course

This comprehensive leadership and management seminar is a Level IV course and will be taken concurrently with the last clinical practicum. The focus of this course is to facilitate the transition from student to professional nursing practice integrating and applying leadership and management principles and theories. Contemporary legal and ethical issues will be discussed in the context of the evolving health care system. The format of this course is a two (2) hour/week seminar. Prerequisites: NUR 409. Corequisites: NUR 449, 499. (Offered Fall, Spring) **2 credits**

NUR 470 INDEPENDENT STUDY

(formerly NUR 291)

Open to students able to pursue, in-depth, an area of special interest. Directed readings, discussion and study of a problem under guidance of a member of the department. Credits commensurate with project. Pre- or Corequisites: NUR 290, 329 and approval of chairperson and instructor(s). (Offered upon request) **Credits vary**

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**

NUR 499 COMPREHENSIVE HUMANISTIC NURSING

PRACTICE: TRANSITION TO PROFESSIONAL NURSE

This level IV capstone comprehensive practicum is an independent clinical experience. The student works with a preceptor in gradually assuming responsibility and accountability for a cohort of patients. Students will actualize all previously synthesized material incorporating professional leadership/management theories and strategies in the planning and implementation of professional humanistic nursing care. Critical reflection will focus upon current issues such as cultivating a culture of safety, working in interdisciplinary teams along with other current topics. The clinical placement is individually selected, based on student interest. This is a half semester independent clinical experience of 195 total hours. Prerequisites: All Nursing Courses. Corequisites: NUR 449, NUR 459. (Offered Fall, Spring) Fee-\$1015.00. **5 credits**

CURRICULUM FOR RN PROGRAM

NUR 249 RN: HUMANISTIC NURSING CONCEPTS FOR PROFESSIONAL PRACTICE

(formerly NUR 105 RN)

Writing-Intensive Course

This is a bridge course for the Registered Nurse Undergraduate student. The course is open to Registered Nurses only. The history of the profession is examined to provide the student with a better understanding of current nursing leadership and practice (education, delivery and administration) in today's health care environment. Legal and ethical aspects of nursing, as well as the emergent role of the nurse advocate, HIPAA implications, and current issues are discussed to illustrate nurses' responsibility and accountability to their clients, their profession and themselves. This course focuses on professionalism. It is designed to help the RN synthesize previous learning and experience with new knowledge in order to develop a philosophy and an understanding of the nurse's professional role. (Only RN/Completion students may enroll in this course.) (Offered Spring Only) **3 credits**

NUR 350 RN: HEALTH ASSESSMENT IN THE COMMUNITY

(formerly NUR 250 RN)

This is a Level III course for the Registered Nurse undergraduate student that focuses on physical assessment skills with implications and applications to the individual as a member of a family unit. A comprehensive physical assessment of a selected adult and a wellness assessment of family members is conducted. The physical assessment is based on theory outlined in class. Strategies for the wellness assessment include health screening and risk appraisal. A health promotion plan including risk management is then developed within the Humanistic Nursing Framework. The student is responsible to secure an agreement with an individual and the family unit to conduct the assessments. Pre- or Corequisite: NUR 249 or NUR 249 module and all RN Challenge Exams and Science Exams; Corequisite: NUR 351. (Only RN/Dual Degree or RN/Completion students may enroll in this course.) (Offered Fall Only) Fee-\$286.00. **2 credits**

NUR 351 RN: INTEGRATIVE NURSING PRACTICE

(formerly NUR 251 RN)

This is a Level III course for the Registered Nurse undergraduate student. This course focuses on the physical, mental, emotional

and spiritual responses to wellness/altered health patterns. Holistic interventions are analyzed for incorporation into professional practice within the Humanistic Nursing Framework. The theory component encompasses integrative nursing care of individuals and families experiencing wellness/altered health patterns. The experiential component introduces the student to holistic healing modalities to promote self-care. NUR 249 or NUR 249 module as prerequisite for RN Dual Degree students. Prerequisite: All RN and Science Challenge Exams. Corequisite: NUR 350. (Only RN/Dual Degree or RN/Completion students may enroll in this course.) (Offered Fall Only) **3 credits**

NUR 352 RN: CULTURE OF HEALTH IN CHRONIC ILLNESS

(formerly NUR 252 RN)

This is a Level III theory course for the Registered Nurse undergraduate student. The course focuses on four topics within the Humanistic Nursing Framework. The topics included are community health concepts, chronic illness across the lifespan, the physically challenged and geriatric nursing. Prerequisites: all required challenges plus BIO 120, 121. NUR 249 or NUR 249 Module as prerequisite for RN Dual Degree students. Prerequisite: NUR 350, NUR 351. Pre-/Corequisite: ENV 101. (Only RN/Dual Degree or RN/Completion students may enroll in this course.) **3 credits**

NUR 353 RN: PUBLIC HEALTH ISSUES IN WORLD HEALTH

(formerly NUR 253 RN)

Writing-Intensive Course

This is a Level III theory and clinical course for the Registered Nurse undergraduate student. This course focuses on the expansion, synthesis and application of prior knowledge to global health concerns. The three (3) hour/week theory component focuses on public health issues within the local, national and international communities. Application of community health and public health principles are discussed. The format of the course is didactic with a major portion devoted to student presentations on current and emerging public health issues around the world viewed within the Humanistic Nursing Framework. The ninety (90) hour/semester clinical component consists of selected experiences to enhance, validate and apply theoretical components and concepts, and increase the student's understanding of the community/world as the client. Community health programs are conducted by students for selected aggregates and focus on high-risk assessment, health promotion, and disease prevention. Prerequisite: NUR 249 or NUR 249 Module, NUR 350, NUR 351. Pre- or corequisite: NUR 352. (Only RN/Dual Degree or RN/Completion students may enroll in this course.) Liability Insurance required. Fee-\$490.00. **5 credits**

NUR 496 RN: LEADERSHIP/MANAGEMENT

(formerly NUR 254 RN)

This is a Level IV theory and clinical course for the Registered Nurse undergraduate student. The two (2) hour/week theory component focuses on contemporary professional leadership/management concepts and issues within the Humanistic Nursing Framework. Concepts such as managed care, collaboration and financial management are included. The concepts/issues are relevant to the Registered Nurse practicing in an integrated Health Care Network. The 135 hour/semester experiential component consists of individually selected experiences based

on selected learning needs. Students are required to assemble a professional portfolio based on their experiences. Prerequisite: All prior nursing courses and Challenge Exams. (Only RN/Dual Degree or RN/Completion Students may enroll in this course.) Liability Insurance required. Fee-\$490.00. **5 credits**

GRADUATE-LEVEL COURSE DESCRIPTIONS FOR DUAL-DEGREE PROGRAM NURSING STUDENTS ONLY:

ETH 505 ADVANCED MEDICAL ETHICS

(formerly PHI 505, THE 505)

See ETH - Ethics section for course description. **3 credits**

NUR 510 CURRENT ISSUES IN PROFESSIONAL NURSING

See the Molloy College Graduate Catalog for a full course description and any fees. **3 credits**

NUR 515 ORGANIZATIONAL THEORY

See the Molloy College Graduate Catalog for a full course description and any fees. **3 credits**

PED - Physical Education Courses

PED 110 FUNDAMENTALS OF VOLLEYBALL AND BADMINTON

Volleyball: Techniques; team competition play; coverage of scoring and rules. Badminton: Describe basic shots and strategies, understand the rules of keeping score and the other basic rules of play. Describe the basic equipment required for badminton. Fee-\$40.00. **1 credit**

PED 122 PHYSICAL FITNESS

Development of exercise program for health and fitness with specific training techniques aimed at selected physical fitness components. (Offered Fall, Spring) Fee-\$40.00. **1 credit**

PED 125 PROGRAMMING FITNESS ACTIVITIES

Designed to provide the student with knowledge needed to plan, demonstrate and implement fitness programs in the school and non-school setting. Lectures and learning experiences reinforce the skills used in fitness assessment; programming and curriculum development for the K-12 school aged child; and modifying training programs to suit various sport and recreational situations. Students will demonstrate their understanding of fitness assessment and programming by successful completion of a comprehensive fitness unit. Students will meet the learning standards for health, fitness and physical education. This course will satisfy the general education for Childhood Education majors only who began prior to Fall 2017. Students entering the Childhood Education program starting in Fall 2017 may take any PED. **1 credit**

PED 133 AEROBIC DANCE

Principles of aerobic fitness experienced through the medium of dance/exercise routines. Some study of underlying scientific data. (Offered Fall, Spring) Fee-\$40.00. **1 credit**

PED 134 INTRODUCTION TO BALLET

(formerly PED 134)

Introduction to ballet techniques with emphasis on basic foot, arm and body positions; elementary barre and movement combinations across the floor, working towards a brief creative unit. (Offered Fall) Fee- \$40.00. **1 credit**

PED 139 INTRODUCTION TO MODERN DANCE

(formerly PED 147)

The introduction of fundamental modern dance techniques to enhance physical coordination, grace, poise and creativity with the opportunity to appreciate modern dance as an art form. (Offered Fall) Fee-\$40.00. **1 credit**

PED 144 FUNDAMENTALS OF BASKETBALL AND VOLLEYBALL-WOMEN

Basketball skills, drills, techniques; team play and rules coverage. Volleyball techniques, team competition and rules. (Offered Spring) Fee-\$40.00. **1 credit**

PED 145 SELF-DEFENSE

Principles of assault prevention and avoidance behavior. Selected defensive techniques for use in physically threatening situations. (Offered Fall, Spring) Fee-\$40.00. **1 credit**

PED 146 BALLET FOR BEGINNERS

The continued development of basic ballet forms expanding the vocabulary, including barre, turnout, placement with centre and movement combinations leading to a brief choreographed unit. (Offered Spring) Fee-\$40.00. **1 credit**

PED 147 BALLET FOR THEATRE

This course in the technique and performance of ballet is the second semester of training in ballet for the BFA students in Musical Theatre. The first semester occurs at the CAP21 Studios in Manhattan in the first semester of the First Year. This course is only offered in the Spring semester. It reinforces the previous training and expands the vocabulary of steps the students are required to know, perform, and recognize. Development of performance qualities is also emphasized. The class consists of barre exercises, centre work and movement combinations leading to a brief choreographed unit. Elements of Floor Barre and other strengthening exercises are also included. Prerequisites: THA 100, THA 105, THA 124. Corequisites: THA 110, THA 215. (Offered Spring) Fee-\$40.00. **2 credits**

PED 148 MODERN DANCE FOR BEGINNERS

The continued development of basic modern dance techniques and creativity to increase range of motion, flexibility, combinations and across the floor patterns designed to increase the student's sense of time, space and dynamics. (Offered Spring) Fee-\$40.00. **1 credit**

PED 149 JAZZ DANCE

This course in jazz technique, styles, and performance of jazz dance is designed for the first semester of the Second Year. The students have already completed two semesters of ballet and two semesters of jazz in their First Year. This course challenges the student with more strenuous exercises and dance combinations as well as with exposure to different styles of jazz used in Musical Theatre. Development of performance qualities is also emphasized. The class consists of warm-up in the center, floor exercises, across-the-floor traveling combinations, and choreographed dance quizzes and exams. Prerequisites: PED 147, THA 110, THA 215. Corequisites: THA 200, THA 205. (Offered Fall) Fee-\$40.00. **3 credits**

PED 150 INTRODUCTION TO RECREATIONAL ACTIVITIES

Fundamentals of golf: Grip, swing, rules, equipment and golf course layouts. Badminton: Describe basic shots and strategies, understand the rules for keeping score and the other basic rules of play. Describe the basic equipment required for badminton. Fee-\$40.00. **1 credit**

PED 151 ZUMBA DANCE

This course will combine Latin and International music with a fun and effective workout system. Students will be introduced to the principles of Zumba fitness and the importance to aerobic fitness. (Offered Fall/Spring) Fee-\$40.00. **1 credit**

PED 154 VOLLEYBALL

Volleyball: students will learn team competition, play coverage, learn how to keep score and the basic volleyball skills: forearm passing, serving and setting. Fee-\$40.00. **1 credit**

PED 155 FUNDAMENTALS OF VOLLEYBALL AND PICKLEBALL

Volleyball: students will learn team competition, play coverage, learn how to keep score and the basic volleyball skills: forearm passing, serving and setting. Pickle-ball: students will learn to understand the equipment used to play the sport, perform and demonstrate the fundamental skills for effective play and know the principles of strategy for competitive play. Fee-\$40.00. **1 credit**

PED 156 INTRODUCTION TO CARDIO MACHINES

This course will acquaint students with the basic understanding of cardio fitness through the use of cardio machines. Students will learn to develop their own personal cardiovascular program that they will be able to monitor, adjust and utilize for personal fitness. (Offered Fall/Spring) Fee-\$40.00. **1 credit**

PED 160 FUNDAMENTALS OF BADMINTON AND GOLF

Fundamentals of golf: Grip, swing, rules, equipment and golf course layouts. Badminton: Describe basic shots and strategies, understand the rules for keeping score and the other basic rules of play. Describe the basic equipment required for badminton. Fee-\$40.00. **1 credit**

PED 164 DANCE OVERVIEW

Cross section of basic dance forms: modern, ballet, folk, square

and ethnic. Each unit keynoted in terms of origin, appeal and particular purpose. (Offered Fall, Spring) Fee-\$40.00. **1/2 credit**

PED 166 INTERNATIONAL FOLK DANCE

Dances representing cultures from worldwide sources, using circle, square, line, reel and other formations; mixer-type dances predominating. (Offered Fall, Spring) Fee-\$40.00. **1 credit**

PED 174 BALLET INTERMEDIATE

Classical ballet forms in a defined vocabulary. Emphasis on barre, port de bras, ronde de jambe, echappes, centre balance work and across the floor patterns leading to a brief choreographed unit. Prerequisite: PED 135 or 136; or equivalent training; or special faculty permission. Fee-\$40.00. **1/2 credit**

PED 178 MODERN DANCE INTERMEDIATE-II

Exploration and expansion of modern dance vocabulary to include contraction/release, fall/recovery principles and greater range of developing space and energy in motion as a performing art form with brief choreographed units. Prerequisite: PED 137 or 138; or equivalent training; or special faculty permission. (Offered Fall, Spring) Fee-\$45.00. **1 credit**

PED 183 BADMINTON

Techniques of doubles and singles competition play. Learn the basic shots and strategies, understand the rules of keeping score and the other basic rules of play. (Offered Fall/Spring) Fee-\$40.00. **1 credit**

PED 185 BOWLING

Instructions in the fundamentals and techniques of bowling. Approaches and ball release along with hand scoring will be taught. The course will meet off campus at a local bowling alley. (Offered Fall/Spring) Fee-\$95.00. **1 credit**

PED 189 FUNDAMENTALS OF GOLF AND BOWLING

Fundamental golf skills including grips, stance, basic strokes, learning about equipment, rules and golf course layout. Bowling at local bowling alley; instruction in approach and ball release techniques, scorekeeping. (Offered Fall, Spring) Fee-\$90.00. **1 credit**

PED 190 PERSONAL HEALTH

Major aspects of personal health including mental health principles, with special emphasis on consumer health and current health problems. Knowledge and application are the dual objectives of the course. Required of students with medical excuses from physical education. May be taken as an elective by students who have already fulfilled their physical education requirement. (Offered Spring) **1 credit**

PED 193 HORSEBACK RIDING

Instruction in fundamental and intermediate techniques of English equitation and care of horse and equipment. Course to be held off-campus at local riding academy. (Offered Fall, Spring) Fee-\$280.00. **1 credit**

PED 195 HATHA YOGA

Basic underlying philosophy of hatha yoga as a physical and mental discipline; exercises and asanas exploring body-mind reciprocity. (Offered Fall, Spring) Fee-\$40.00. **1 credit**

PED 200 WEIGHT TRAINING FOR BEGINNERS

Basic principles and skills. Emphasis on cardiovascular and flexibility activities with the proper use of weights and machinery. (Offered Fall, Spring) Fee-\$75.00. **1 credit**

PED 201 EMERGENCY CARE

Course describes the physiology and rationale behind first aid treatment. Concentration is placed on wilderness applications of standard first aid, safety and emergency procedures. It also includes coverage of techniques of lost victim search, search design, rock rescue and white water rescue. **3 credits**

PED 202 COOPERATIVE EXPERIENTIAL LEARNING

This course provides the opportunity to experience leadership in an outdoor setting. This course will facilitate a greater understanding of the importance of experiential learning. **3 credits**

PED 205 WALKING FOR FITNESS

This course promotes a lasting interest in walking and fitness as a lifetime sport for fitness. Emphasis on proper walking technique is stressed. It also increases the student's awareness of the importance of cardiovascular fitness. **1 credit**

PED 209 OUTDOOR SKILLS

Introduction to basic camping and winter travel and survival in a temperate environment. Basic skills and concepts of flat-water river and lake canoeing. Basic knowledge and skills of backpacking travel in a temperate mountainous area. Discussion of local wildlife. Fee-\$140.00. **3 credits**

PED 210 PHILOSOPHY, PRINCIPLES AND ORGANIZATION OF ATHLETICS FOR SCHOOL AND COMMUNITY

This course will consider the role of athletics in the total educational program and the interrelationship of athletics with the programs of health education and physical education. The development of rules and regulations in New York State will be emphasized. This course will not satisfy the general education requirement. **3 credits**

PED 212 COACHING THE COACH

This course will consider the scientific principles of coaching, the selection, organization and management of teams; methods of training, administrative consideration, officials, ethics, public relations, recruiting and regulatory guidelines. This course will not satisfy the general education requirements. **1 credit**

PED 214 COACHING TECHNIQUES

This course is designed primarily to meet the commissioner's regulation. It is designed for the student to learn sound coaching principles and training methods in competitive athletics. Participants will acquire specific techniques to enhance their

coaching skills. (Organizational techniques, practice and game situations, conditioning) This course will not satisfy the general education requirements. **1 credit**

PED 216 CARE AND PREVENTION OF ATHLETIC INJURIES

For students anticipating work with athletic teams as a coach, supervisor, instructor or athletic trainer. Course work includes classroom lectures and practical applications of current athletic training methods. This course will not satisfy the general education requirement **3 credits**

PED 217 EMERGENCY CARE AND FIRST AID

Students will learn to recognize, assess and treat the acute injuries and illnesses involved with the physically active population. This course is one of a group of courses that will satisfy the New York State Coaches Certification. This course will include learning skills needed for First Aid, CPR and AED certification as well as provide students with the American Heart Association certification exam and card. This course will not satisfy the general education requirements for physical education. **3 credits**

PED 291 INDEPENDENT STUDY

Contractual agreement on an individual basis to undertake specified number of hours of supervised activity and presentation of related theoretical concepts. (Offered upon request) **1 credit**

Philosophy Courses

ETH ETHICS

Refer to by subject under Ethics courses.

PHI 100 PHILOSOPHY: THE PURSUIT OF WISDOM

(formerly Classical Foundations of Philosophy; formerly PHI 100 Human Existence)

This course will introduce students to philosophy through an examination of some of the most fundamental philosophical problems. Topics may include the nature of reality, critical thought and reasoning, the scope of human knowledge, freedom and ethical responsibility and the existence of God. (Fall, Spring) **3 credits**

PHI 102 CRITICAL THINKING

(formerly PHI 102 Logic)

An introduction to logic, including inductive and deductive systems of inference and a study of common fallacies discovered in editorials, textbooks, political speeches and advertisements. Because students gain an understanding of how to communicate their ideas more effectively and to evaluate language and the ideas of others, this course helps prepare them for subsequent coursework in most disciplines, for problem-solving in any profession and for analytic assessments such as those required prior to entrance to graduate school. **3 credits**

PHI 213 ANCIENT PHILOSOPHY

(formerly PHI 313)

A study of the roots of the Western philosophical tradition from the pre-Socratic community of philosophers to the beginnings of the Christian medieval tradition. Emphasis in the course will be placed on the works of Ancient Greek and Roman philosophers. **3 credits**

PHI 215 MEDIEVAL PHILOSOPHY

(formerly PHI 315)

The synthesis of classical and medieval thought. Some of the philosophers considered: Augustine, Anselm, Abelard, Thomas Aquinas, Avicenna, Maimonides, Bonaventure, William of Ockham. (Fall) **3 credits**

PHI 216 RENAISSANCE PHILOSOPHY

(formerly PHI 352)

An investigation in to the historical content and philosophical underpinnings of the primarily European focus of philosophy that was prominent from the fourteenth to the sixteenth centuries. The required readings will be from Marsilio Ficino, Giovanni Pica della Mirandola, Cervantes, Shakespeare, Francesco Petrarca, Leonardo da Vinci, Montaigne, Machiavelli, Copernicus, Galileo and many others. The period of the Renaissance will be studied as the philosophical child of both Ancient and Medieval Philosophy, focusing on the contributions of Plato, Aristotle, the Stoic and the Epicurean contributions; and the commentaries and additions to these contributions by Jewish, Arabic and Christian philosophers of the period. **3 credits**

PHI 217 NINETEENTH CENTURY PHILOSOPHY: FREEDOM AND REVOLUTION

(formerly PHI 356; formerly *Philosophy in the Nineteenth Century; Romanticism and Revolution; Freedom and Revolution: Philosophy in the Nineteenth Century*)

A study of the European philosophical tradition in the nineteenth century as it is so represented in the works of such writers as Hegel, Marx, Schopenhauer, Kierkegaard and Nietzsche. **3 credits**

PHI 225H (HONORS) CIVILIZED IDEAS

(formerly PHI 325H; formerly *French Thought and Civilization; Ancient to Early Modern; formerly Ancient and Medieval*)

All great societies are founded upon profound philosophical ideas. Philosophers throughout the centuries have attempted to give voice to these ideas in ways that are consistent with the cultures in which they arise. This course will focus on a specific historic society in Western civilization (Ancient Greece, Imperial Rome or Enlightenment France) and will explore the seminal ideas that have shaped that society and its people. Honors students only. **3 credits**

PHI 231 EXISTENTIALISM

(formerly PHI 321)

This course explores the provocative, innovative and creatively diverse tradition of what came to be known as "the philosophy of human existence". Beginning with the founders of existential thought, Kierkegaard and Nietzsche, the course then turns to a variety of literary and artistic sources to explore the everyday

reality and life practices of human freedom, individual choice, creativity, religious faith, self-determination and moral ambiguity. **3 credits**

PHI 237 RHETORIC

(also COM 237; formerly PHI 342; formerly *Rhetoric: The Art of Persuasion*)

A study of classical and contemporary theories of rhetoric with an emphasis on those skills and techniques necessary to argue effectively. A good foundation for any profession, this course is particularly recommended for Pre-Law, Business, Communications and Philosophy majors. **3 credits**

PHI 241 PHILOSOPHY OF LAW

(formerly PHI 236; PHI 340)

An examination of the role of philosophy and morality in legal decisions and the legal profession; an examination of the role of philosophy and morality in criminal law and First Amendment law (freedom of speech and religion) and other important legal issues of our time; an investigation of the extent to which the state may regulate the private affairs of its citizens; and a consideration of the role that moral theory has to play in the process of constitutional interpretation. (Fall, Spring) **3 credits**

PHI 259 MODERN PHILOSOPHY (DESCARTES TO KANT)

(formerly PHI 355)

Writing-Intensive Course

Philosophy from the Renaissance to the Age of Revolution. Impact of scientific discovery on traditional philosophy and theology: Social Contract Theory, Revolution, Skepticism, Deism and the Idealist-Empiricist debate. Descartes, Rousseau, Locke, Hume and Kant. **3 credits**

PHI 260 PHILOSOPHY OF EDUCATION

(formerly PHI 160; formerly PHI 203)

The relationship of education to basic philosophical principles and the consequent effect upon present day theory and practice in teaching. This course is designed to give the student awareness and working knowledge of key problems, questions and issues in the philosophy of education. **3 credits**

PHI 261 CONTEMPORARY PHILOSOPHY

(formerly 357; formerly *Contemporary Philosophy: Kierkegaard to Sartre*)

A survey of developments in philosophy from the late 19th century to the present time, including selections from philosophers such as Pierce, Dewey, Wittgenstein, Russell, Heidegger, Rawls, Searle, Nagel, Singer, Nussbaum and others. **3 credits**

PHI 262 PHILOSOPHY OF SERVICE

An important part of the Molloy College tradition is to develop in our students a life-long commitment to service. To this end, this course is intended as an examination of the philosophy of service that blends theory with real world experience. A service-learning component is required. **3 credits**

PHI 268 PHILOSOPHY OF RELIGION

(formerly PHI 110; PHI 302 *God and Philosophy*)

A philosophical examination of the notion of God, religious language, religious experience and commitment. Classical and contemporary arguments about God will be evaluated as well as the place of revelation in religious belief. **3 credits**

PHI 270 BUDDHIST THOUGHT AND SPIRITUALITY

This course is an introduction to the essential teachings and practices of Buddhism. Included is a survey of the historical development and spread of Buddhism throughout the centuries and a study of its foundational teachings with emphasis on the four noble truths and the eight-fold path. An application of the Buddhist way of life is also explored. **3 credits**

PHI 275 PHILOSOPHY AND THE CREATIVE EXPERIENCE

This course offers a practical, step-by-step introduction to the philosophical study of the creative experience. Students will examine various theories of creativity as they have been developed by influential philosophers, psychologists and artists in the field of creativity studies and will have the opportunity to examine how these theories are exemplified in the lives of some of the great creative visionaries of the past half-century. **3 credits**

PHI 279 THE PROBLEM OF HAPPINESS

Focusing on what is arguably the most important issue in Philosophy—the problem of human happiness, this course examines the ideas of the most important thinkers of the ancient world to uncover what enduring wisdom they can impart about the nature and realization of happiness. **3 credits**

PHI 280 GENDER AND PHILOSOPHY

(formerly Women and Philosophy)

Does gender affect the way we think? Because philosophy is one of several disciplines that have traditionally been dominated by men, contemporary criticisms are common. This course explores the legitimacy of those criticisms by considering sex and gender in two ways: the work of female philosophers and the treatment of men and women as philosophical subjects, both present and historically. **3 credits**

PHI 281 ASIAN PHILOSOPHY

(formerly PHI 320; formerly PHI 255)

A study of the major Asian philosophical traditions through a reading and analysis of the pertinent texts and scriptures. The course will focus on the great philosophical systems that arose out of Asia, including Hinduism, Buddhism and Confucianism. **3 credits**

PHI 300 ZEN AND NOW

This course will offer the student an introduction to the philosophy and the discipline of Zen Buddhism. The specific objectives of this offering are threefold: (1) To introduce the student to both the history and the philosophy of Buddhism as that history and philosophy culminate in the discipline of Zen Buddhism, (2) To engage the student in the realization of the efficacy of Zen practice in his/her daily life and (3) To engage the student in the foundation of the Zen practice zazen, or sitting meditation. **3 credits**

PHI 310 POLITICAL PHILOSOPHY

(also POL 310)

This course examines the development of major political doctrines, such as classical republicanism, modern national monarchism, liberal democracy and socialism. The development of these philosophies within the cultural and historical contexts in which they were invented will be explored in an attempt to demarcate their basic assumptions, social prognosis and programs for obtaining a just state. **3 credits**

PHI 318 AMERICAN PHILOSOPHY

A study of the origins and development of the principal philosophical ideas in America, with particular attention to their cultural impact and contemporary significance. Among those read and discussed are Edwards, Emerson, Peirce, James, Royce and Dewey. **3 credits**

PHI 322 SYMBOLIC LOGIC

(also MAT 322; formerly PHI 228)

3 credits

PHI 324 HISTORY AND PHILOSOPHY OF MATHEMATICS

(also MAT 324; formerly PHI 227)

Only offered by Mathematics and Computer Studies Department. **3 credits**

PHI 330 PHILOSOPHY OF SCIENCE

This course explores the history of scientific thought from the Ancient world through contemporary times. Emphasis is on the examination of the “scientific method” both as it is described and actually practiced. The course considers science as an attempt to better understand reality, with implications for medicine, physics, psychology, sociology, the environment and more. **3 credits**

PHI 470 INDEPENDENT STUDY

(formerly PHI 291)

Specialized, self-directed study of a topic not available within scheduled courses, under individual direction of a faculty member. Must be approved by departmental Chairperson. **1-3 credits**

PHI 498 INTERNSHIP IN PHILOSOPHY

(formerly PHI 102 Critical Thinking)

An opportunity to gain career experience while working at a law office, business, non-profit or governmental agency in the New York metropolitan area. Students are required to work a minimum of 100 hours during the semester (approximately 7 hours per week) at the internship site. A minimum of four individual meetings with the supervising professor and two group seminar sessions are also required. Required for the Major. Recommended for Philosophy and Applied Ethics Minors. **3 credits**

PHI 499 RESEARCH SEMINAR

(formerly PHI 295)

Writing-Intensive Course

This course, which the department considers the capstone

experience of the Philosophy major's education at Molloy, provides the opportunity for students to engage in guided research on a topic of their own choosing. Projects focus on extensive revision and development of philosophical writing style and communication of highly refined original arguments. The culmination of the course is the production of an essay suitable for submission to a scholarly publication and/or conference. This course is required for all Philosophy majors and minors. Departmental chairperson approved required. **3 credits**

Physical Education Courses

PED PHYSICAL EDUCATION

Refer to by subject under PED courses.

Physics Courses

PHY 160 PHYSICS FOR THE HEALTH SCIENCES

(formerly PHS 160)

This course deals with the basic principles of physics, involving mathematics in problem solving and the application of physical concepts to physiological processes, hospital situations and everyday life. Prerequisite: SAT Mathematics scores above 450 and/or passed Regents Courses I and II. (Offered Fall, Spring) **3 credits**

PHY 188 COLLEGE PHYSICS I

An examination of the basic principles of mechanical physics. Areas of concentration will include math concepts, kinematics, Newton's laws, circular motion, work and energy, impulse and momentum, rotation, harmonic motion, elasticity, fluid mechanics, temperature, heat and heat transfer. Not open to students who passed PHY 270. Prerequisites: High school Physics and Algebra, SAT Math scores above 500 and/or passed Regents I and II. **3 credits**

PHY 189 COLLEGE PHYSICS II

An examination of the basic principles of electricity and magnetism and wave theory. Areas of concentration will include ideal gas laws and kinetic theory, waves and sound, linear superposition and interference, electric forces and fields, electrical potential, magnetic forces and fields, electromagnetic induction, alternating current circuits, electromagnetic waves, reflection and refraction and interference and diffraction. Not open to students who passed PHY 271. Prerequisites: A grade of "C+" or better in PHY 188 or its equivalent. **3 credits**

PHY 270 GENERAL PHYSICS I

(formerly PHS 170)

A study of the fundamentals of mechanics-velocity, forces,

energy and the properties of matter. Three lecture hours, one 2-hour lab per week. Prerequisite: SAT MATH scores above 450 and a passing grade in MAT 221. Satisfies general education. (Offered Fall) Lab Fee-\$90.00. **4 credits**

PHY 271 GENERAL PHYSICS II

(formerly PHS 171)

A study of the principles related to heat, sound, light, electricity and magnetism. Three lecture hours, one 2-hour lab per week. Prerequisite: A passing grade in PHY 270 or its equivalent; SAT MATH scores above 450 and a passing grade in MAT 221. Satisfies general education. (Offered Spring) Lab Fee-\$90.00. **4 credits**

Political Science Courses

POL 100 FUNDAMENTALS OF GOVERNMENT

A study of the basic concepts of political science with emphasis on the vital importance of the moral law in public affairs; theories of the origin, nature and purpose of the state; democracy and the challenges to democracy in the modern world; analysis of the processes and institutions of government. (Offered Fall) **3 credits**

POL 101 AMERICAN NATIONAL GOVERNMENT

An exploration of the establishment of the political system of the United States. The provisions of the Constitution for the distribution of power within the national government and between the national and state governments are analyzed. Civil liberties and civil rights guaranteed by the Constitution and expanded through Congressional and judicial actions are explored. The privileges and responsibilities of citizenship in a democratic society are discussed along with the political participatory process. Key issues such as the appropriate role for the national government, the effectiveness of individual citizens and the influences of interest groups in shaping public policy are debated and evaluated. The structure and functions of the three branches of government are described. (Offered Fall, Spring) **3 credits**

POL 103 AMERICAN STATE AND LOCAL GOVERNMENT

State constitutions; patterns of state and local government; intergovernmental relations; state politics; problems of the metropolis-central city vs. suburbia. Special attention is given to the government of New York State and the New York metropolitan region. Field experiences; interviews with public officials, county officeholders, state legislators, U.S. congressmen and judges. (Offered Spring) **3 credits**

POL 106 COMPARATIVE GOVERNMENT AND POLITICS I

A study of the political systems of selected European nations with an emphasis on government responses to current political, economic and social challenges. (Offered Spring) **3 credits**

POL 107 COMPARATIVE GOVERNMENT AND POLITICS II

An analysis of the political systems of China, Japan and selected nations of the Middle East in their geographic and historic setting. The countries' political culture, structure and process will be studied and their governments' responses to current economic and social challenges will be emphasized. (Offered Fall) **3 credits**

POL 115 INTRODUCTION TO SUSTAINABILITY

Students will be introduced to a broad range of human activities that are either sustainable or unsustainable. Personal attitudes, business decisions and governmental policies that encourage or discourage sustainable practices will be examined. Sustainability will be defined and applied to current issues such as: renewable energy systems including solar, wind, geothermal and other emerging technologies; consumer products; green buildings; recycling; and toxins in the environment. This class will take a holistic view of how individuals, governments, economy and the environment interact. Includes moral valuation of economic viability and social equity. (Offered Fall) **3 credits**

POL 200 PUBLIC ADMINISTRATION

(formerly cross-listed with SOC 200; formerly Public Administration and Modern Society)

The role of government bureaucracy in social policy making; a study of the formal and informal groups and structures that influence policy; emphasis on the need to look beyond the legal structures to the active process of decision-making. (Offered Fall) **3 credits**

POL 201 PRESIDENCY AND CONGRESS

The role of the Presidency and Congress in national policy making. Distribution of power in Congress: leadership and committee system. Presidential power and its sources; concentration of power in the Executive; efforts of Congress to control executive power. (Offered Fall) **3 credits**

POL 206 POLITICS OF DEVELOPING NATIONS

A study of the world's developing nations. The political, economic and social problems and progress of these nations will be surveyed. Selected nations of Africa and Latin America will be studied in their geographic and historic context. The challenges of modernization facing these nations will be analyzed. (Offered Spring) **3 credits**

POL 209 WOMEN IN POLITICS

(formerly POL 109)

This course is a survey of the political experience of women in America. The implications of the evolution of women in American politics will be discussed from the suffrage movement to the modern feminist movement. Recent Supreme Court decisions that impact on women's issues will be reviewed. (Offered Fall) **3 credits**

POL 210 AMERICAN PARTY POLITICS

(formerly POL 102)

Analysis of the organization and operation of the party system on the state and national levels; nominations and election procedures; voting patterns; influence of public opinion; role

of interest groups in American politics. Field experiences; interviews with local party officials, campaign managers, candidate for public office and public officials. (Offered Fall) **3 credits**

POL 213 CURRENT WORLD ISSUES

(also HIS 213; formerly Ethno-Political Landscape of the Contemporary World)

This course introduces the basic concepts of international relations theory with a historical emphasis to assess contemporary conflicts through social, economic, environmental, political and cultural conditions. The United Nations, International Monetary Fund, NATO and other institutions are examined through case studies including globalization, genocide in the Sudan, state building in Kosovo, insurgencies in Latin America, nuclear proliferation in Asia and the Middle East, Russia's post-Cold War development and terrorism and instability in Afghanistan and Pakistan. This course may not be taken by Honors Program students as POL 225H covers similar material. **3 credits**

POL 234 REGIONALISM IN EUROPE AND ASIA

(also HIS 234; formerly History and Politics of European Integration)

POL 235 HISTORY AND POLITICS OF SOUTH ASIA: INDIA, PAKISTAN AND AFGANISTAN

(also HIS 235; formerly History of India) **3 credits**

POL 236 HISTORY AND POLITICS OF SOUTHEAST ASIA

(also HIS 236) **3 credits**

POL 302 AMERICAN CONSTITUTIONAL LAW

(formerly POL 202)

The structure of the American constitutional system; the judicial process in relation to the political process; the Supreme Court and judicial review; judicial process analysis: case studies in the process of constitutional litigation; analysis of Supreme Court decisions to illustrate the evolution of American constitutional law; impact of Supreme Court decisions. (Offered Fall, Spring) **3 credits**

POL 303 INTERNATIONAL RELATIONS

(formerly POL 203)

An examination of relations among the nations of the world. The actors in the international environment and the institutions and instruments for conflict resolution will be studied. The role of power in international relations-sources, balance and imbalance will be assessed. Emphasis will be placed on contemporary developments and challenges in international relations. (Offered Fall) **3 credits**

POL 310 POLITICAL PHILOSOPHY

(also PHI 310)

3 credits

POL 311 INTERNATIONAL POLITICAL ECONOMY

This course provides an introduction and overview to international political economy (IPE), a subfield of international

relations, which examines the actions and interactions of states markets 9multinational corporations, investment, banking), domestic (Central Banks, Finance Ministries) and international institutions (WTO, IMF), economics and politics (G8, G20) as they happen on national, bilateral, multilateral, regional and global levels. The course examines the “classical” theories of IPE - liberalism, realism, dependency and constructivism - as well as issue areas such as trade, development, monetary policy and state’s role in an era of globalization. (Offered Spring) **3 credits**

POL 319 RESEARCH METHODS FOR HISTORIANS AND POLITICAL SCIENTISTS

(also HIS 319)

Writing-Intensive Course (Offered Fall) **3 credits**

POL 321 TERRORISM

(also HIS 321)

This course provides undergraduates with the historical, theoretical and policy perspectives of terrorist studies. It addresses definitions of terrorism, types of terrorism and the origins and motivations of those who utilize political violence in case studies from around the globe. The class seeks to understand the problem from domestic and international points of view, and confronts the myriad of issues that governments and international organizations encounter in their counter-terrorism and counter-terrorism finance efforts. **3 credits**

POL 323 AMERICAN PRESIDENTS

(also POL 323) **3 credits**

POL 325 INTEGRATIVE SEMINAR: SUSTAINABLE POLICIES

Review major environmental policy debates of our time at the federal, state and local levels. Learn how key environmental laws were passed and their effects. The effectiveness of various incentives and penalties and other policies as tools in driving environmentally sustainable practices. The ethical dimension of policy implications will be explored. Students will analyze the strengths and weaknesses of environmental policies and learn whom some of the key local elected and environmental leaders are and their role in forming policies. (Does not satisfy general education requirements.) Prerequisites: BIO 150 or ENV 101; POL 115, BUS 307 and SOC 360. **3 credits**

POL 340 HISTORY AND POLITICS OF THE MIDDLE EAST

(also HIS 340) (Offered Spring) **3 credits**

POL 460, 461 GOVERNMENT INTERNSHIP I, II

Internship placements are available in local offices of government agencies and elected officials in Nassau and Suffolk counties, as well as state and national levels. Interns will have the opportunity to observe and participate in the political process at the grass roots level. In addition to their internship assignments, which include 100 hours at internship site, students must meet at least 4 times during the semester with their professor from the History/Political Science Department. Prerequisite: Chairperson approval. (Offered Fall, Spring) **3, 3 credits**

POL 470 INDEPENDENT STUDY

(formerly POL 291)

Open to qualified students who wish to pursue an area of special interest; reading, research and discussions under the direction of a member of the department. Authorized students may repeat this course as an international internship for a maximum of six credits. (Offered upon request) **1-3 credits**

POL 490 POLITICAL SCIENCE SEMINAR

(formerly POL 204)

Writing-Intensive Course

Advanced study and research in selected topics; research procedures; conferences with the instructor; class discussions; research paper; critical evaluation of research project in class. Prerequisite: HIS/POL 319. (Offered Spring) **3 credits**

Psychology Courses

PSY 111 GENERAL PSYCHOLOGY

An introductory study of the fields and methods of psychology. Research and theory are considered with regard to such topics as: the nervous system, sensation and perception, learning and memory, cognition, consciousness, intelligence, motivation and emotion, child development, personality, social behavior and abnormal behavior. Practical applications of psychological principles and culturally oriented interpretations of information are emphasized. Prerequisite for all Psychology courses except PSY 355. (Offered Fall, Spring) **3 credits**

PSY 204 DEVELOPMENTAL PSYCHOLOGY

(formerly PSY 150)

This course is intended to increase the student’s understanding and awareness of growth and development throughout the lifespan. The course integrates the physical, cognitive, emotional, social and cultural aspects of each stage. It includes a thorough investigation of the major theoretical models of development, with emphasis placed on the unique qualities of each phase. Students taking PSY 204 should not take PSY 205 or PSY 206, as content overlaps. Recommended: PSY 111. (Offered Fall, Spring) **3 credits**

PSY 205 CHILD PSYCHOLOGY/EARLY THROUGH MIDDLE CHILDHOOD

(formerly PSY 151)

This course is designed to familiarize the students with the process of human psychological development from Early through Middle Childhood. The approach will include the physical, cognitive, intrapsychic, social and cultural influences on this stage of development. Students will become acquainted with the major theoretical approaches and their impact on perceptions of childhood. A thorough explanation and appreciation of both genetic and environmental influences on behavior will inform the presentations. Students should not take PSY 204—content overlaps. Recommended: PSY 111. (Offered Fall, Spring) **3 credits**

PSY 206 ADOLESCENT PSYCHOLOGY: PRE-ADOLESCENCE THROUGH ADOLESCENCE

(formerly PSY 152)

This course is intended to increase the student's understanding and awareness of development from Pre-Adolescence through Adolescence. The approach will include the physical, cognitive, intrapsychic, social and cultural influences on these developmental stages. It includes a thorough investigation of the major theoretical models of development with particular emphasis placed on the unique qualities of each phase. The complex issues surrounding the transition between stages will be addressed and serve to sharpen the distinctive nature of these developmental phases. Students should not take PSY 204-content overlaps. Recommended: PSY 111. (Offered Fall, Spring) **3 credits**

PSY 208 CAREERS IN PSYCHOLOGY AND COUNSELING

(formerly PSY 158; formerly Career Planning; formerly Careers in Psychology)

A systematic approach to exploring and planning for careers in the various fields of psychology, with emphasis on making sound vocational decisions. This approach will also consider graduate school and licensure options in psychology and related fields in the helping professions. Group discussion is employed extensively. Prerequisite: PSY 111. **1 credit**

PSY 213 STATISTICS FOR THE BEHAVIORAL SCIENCES

(formerly PSY 113)

An introduction to the more frequently used applications of statistics in the behavioral and social sciences. Both descriptive and inferential statistics are reviewed, using SPSS and related statistical software packages as the computational platform. Topics included range from correlation through linear regression and on to one- and two-way analyses of variance. Limited to Psychology majors. Prerequisites: PSY 111 and MAT 114. (Offered Fall, Spring) **3 credits**

PSY 228 CREATIVITY

A study of the psychology of the creative process, together with the techniques for evaluating and developing the creative potential. A multi-cultural approach provides insights into varying views of creativity. Prerequisites: PSY 111, or Chairperson's approval. **3 credits**

PSY 237 PSYCHOLOGY OF AGING

(also GRN 237)

Description and explanation of the organization of behavior from adulthood to old age. Major components of behavior such as perception, sensory deficits, cognitive processes, personality and life styles will be examined. Serious consideration will be given to the way the elderly are viewed in different cultural milieus. Field trips are utilized to supplement the student's background as necessary. Prerequisites: PSY 111 or Chairperson's approval. **3 credits**

PSY 245 PSYCHOLOGICAL ASSESSMENT

(formerly PSY 155; Introduction to Psychological Assessment)
Writing Intensive

Theory and techniques of intelligence and achievement testing;

survey of personality tests, aptitude tests; demonstration of individual psychological tests; scoring and interpretation of results for guidance purposes; principles of test construction. Prerequisite: PSY 111 and MAT 114/115. (Offered Fall, Spring) Special Fee-\$45.00. **3 credits**

PSY 253 PSYCHOLOGY OF LEARNING

(formerly PSY 153)

An examination of the theories and principles of human and animal learning and their implications for educational and social practice. Topics considered include: conditioning, mediational learning, problem solving, transfer of training, generalization and discrimination, forgetting, skill acquisition, motivational and developmental factors in learning. Prerequisite: PSY 111 or Chairperson approval. **3 credits**

PSY 280 INTELLECTUAL IMPAIRMENT

(formerly PSY 170; formerly Survey of Mental Impairment)

An overview of the field of mental retardation with emphasis on issues of current importance, including diagnosis, classification, etiology, clinical manifestations, treatment, home and school management, placement options and social integration. Prerequisite: PSY 111. **3 credits**

PSY 301 BIO-PSYCHOLOGY

(formerly PSY 201; formerly Physiological Psychology)

A comprehensive survey of the physiological correlates of behavior emphasizing the neural and endocrine mechanisms underlying such psychological processes as learning, perception, memory and motivation. Prerequisites: PSY 111, 204, 205, or 206. (Offered Fall) **3 credits**

PSY 302 BEHAVIOR MODIFICATION

(formerly PSY 127, PSY 202; formerly Introduction to Behavior Modification)

An intensive overview of the principles of behavior modification and their various applications in the effective control and management of human behavior. Empirically established techniques for the remediation of behavior problems are reviewed and demonstrated. Prerequisite: PSY 111. **3 credits**

PSY 309 BEHAVIORAL ANALYSIS AND ASSESSMENT

(formerly PSY 154, PSY 209)

A behavior modifier's approach to the definition and assessment of psychopathology in purely behavioral terms. Techniques for observing and charting behavior, including various sampling, scaling and biofeedback monitoring methods, are demonstrated and compared with traditional psychometric procedures. Various applications of the approach to "special" populations (e.g., psychotic, retarded, brain-injured, learning disabled, etc.) as well as problems that are more "normal" are discussed. Prerequisite: PSY 111. (Offered Fall) **3 credits**

PSY 310 RESEARCH METHODS

(formerly PSY 210; formerly Introduction to Experimental Design)

Various research methods utilized in experimental psychology and the social sciences are introduced. The laboratory component of the course affords the opportunity for hands-on experience of classical experiments in learning and perception.

Opportunities to critique research reports are provided. (Not open to Psychology Majors who will take PSY 311 and PSY 312). Two lecture hours and two lab hours a week. Prerequisite: PSY 111, MAT 114 or MAT 115. (Offered Fall) Lab Fee-\$75.00. **3 credits**

PSY 311 EXPERIMENTAL PSYCHOLOGY

(formerly PSY 211)

A classical introduction to the practice of psychological research, stressing experimental design and methodology, and encouraging proficiency in scientific expression. Students are exposed to a broad spectrum of research topics via selected presentations, demonstrations, replications, and original projects. Two lecture hours and two lab hours per week. Prerequisites: PSY 111, PSY 213 and MAT 114. Strongly Recommended: ENG 120. (Offered Fall, Spring) Lab Fee-\$75.00. **3 credits**

PSY 312 ADVANCED EXPERIMENTAL PSYCHOLOGY

(formerly PSY 212)

An intensive exposure to a limited number of research areas of current interest in psychology. Each student will thoroughly investigate the scientific literature in an area consonant with his or her interests and professional ambitions, and will design an original piece of research of publishable quality in that area. Two lecture hours and two lab hours per week. Prerequisites: PSY 111, MAT 114, PSY 213, PSY 311 and two (2) upper-level electives. (Offered Fall and Spring) Lab Fee-\$75.00. **3 credits**

PSY 314 CROSS-CULTURAL PSYCHOLOGY

(formerly PSY 214)

The study of the behavior of individuals and groups in a variety of traditional and modern cultural environments. Discussions focus on the major areas of interest in psychology, such as human development, education, gender roles, personality, language and communication, cross-national enterprises, abnormal behavior and the importance of cross-cultural research methods. Prerequisites: PSY 111, PSY 204, PSY 205, or PSY 206. (Offered Spring) **3 credits**

PSY 324 SOCIAL PSYCHOLOGY SEMINAR

(formerly PSY 224; formerly Seminar in Social Psychology)

Major issues in Social Psychology research are considered in their applications to the individual in culture and society. Students are afforded the opportunity to explore these topics in pilot research projects. Prerequisites: PSY 111 and one Psychology elective. (Offered Spring) **3 credits**

PSY 325 HISTORY AND SYSTEMS OF PSYCHOLOGY

(formerly PSY 225)

An introduction to the major schools of psychology traced from their roots in philosophic thought and the physiological bases of behavior to their emergence as aspects of modern psychology. Prerequisite: PSY 111. (Offered Fall) **3 credits**

PSY 326 ABNORMAL PSYCHOLOGY

(formerly PSY 226)

An analysis of the major categories of "mental" and behavioral disorders as they occur in childhood, adulthood and old age,

with emphasis on etiological factors in psychopathology. Problems of diagnosis and treatment are considered in detail. Prerequisites: PSY 111, 204, 205 or 206 or Chairperson's approval. (Offered Spring) **3 credits**

PSY 328 HEALTH PSYCHOLOGY

The field of health psychology examines factors that aid in developing healthy lifestyles, recovering from illness and learning coping strategies to manage chronic conditions. More specifically, health psychology focuses on the promotion and maintenance of healthy behaviors, an understanding of psychosocial factors that impact physical health and influence of psychological well-being for management of chronic diseases. Prerequisites: PSY 111, PSY 301 and PSY 326. **3 credits**

PSY 329 LEARNING DISABILITIES

(formerly PSY 229)

A systematic study of the causes, characteristics and consequences of disorders of the learning process. Current trends in theory, diagnosis and remediation of learning disabilities are emphasized. Prerequisites: PSY 111 or PSY 205 or PSY 206. (Offered Fall) **3 credits**

PSY 330 BEHAVIOR MODIFICATION IN THE CLASSROOM

(formerly PSY 230)

A behavioral analysis of the problems of teaching and classroom management emphasizing the application of operant conditioning principles. Specific techniques for modifying problem behaviors in the classroom will be demonstrated and practiced. Prerequisites: PSY 111 or PSY 205 or PSY 206. (Offered Spring) **3 credits**

PSY 334 EXCEPTIONAL CHILD

(formerly PSY 234; formerly Psychology of the Exceptional Child)

An understanding of child study techniques and field visits to concretize insights into the classification and psychological characteristics of the mentally, physically and socially exceptional child. The course will be problem-centered. Two lecture hours and two field hours per week. Prerequisites: PSY 111, PSY 205. **3 credits**

PSY 335 EXCEPTIONALITY: IDENTIFICATION AND MANAGEMENT IN EDUCATION

This course will provide a detailed consideration of the characteristics of individuals with exceptionalities and the practical implications for educational practice. The learning needs of students with emotional, cognitive, physical, sensory, social and multiple disabilities will be examined in depth, as well as those gifted and talented students and those who are culturally different or economically disadvantaged. The similarities and differences in the learning needs and patterns of children with and without exceptionalities will be compared and contrasted. The impact of the cultural environment life of the child and family will be discussed. Individualized Educational Plans (IEP's), the inclusion option, and various other service delivery paradigms available to school districts will be elucidated. Recommended: PSY 111. PSY 205. (Offered Fall) **3 credits**

PSY 336 HUMAN SEXUALITY

(formerly PSY 236)

An investigation and discussion of the physical, psychological and cultural components of human sexual behavior, sexual dysfunction and related aspects. Current research and treatment methods from the behavioral sciences will be stressed. Prerequisites: PSY 111 and 204, 206 or Chairperson's approval. (Offered Spring) **3 credits**

PSY 337 CRIMINAL PROFILING

(also CRJ 337; formerly Psychology of Criminal Profiling)

This course will study the history and describe the methods of psychological criminal profiling. The salient psychological and behavioral characteristics of serial murderers will be investigated. Case histories of serial offenders will be studied. Prerequisites: PSY 111 and a Psychology elective. (Offered Fall) **3 credits**

PSY 338 POLICE PSYCHOLOGY

(formerly PSY 238)

The course is designed to provide a better understanding of the role of psychology in law enforcement. The content focuses on psychological assessment, personality, stress and various psychological principles utilized in police work. Prerequisites: PSY 111 and a Psychology elective. (Offered Fall) **3 credits**

PSY 339 FORENSIC PSYCHOLOGY

(also CRJ 339)

This course will demonstrate the role of psychologists in the criminal justice system. The emphasis will be on various applications of psychological principles in the areas of law enforcement, the courts and prison. Prerequisites: PSY 111 and a Psychology elective. (Offered Spring) **3 credits**

PSY 345 LONG ISLAND LEADS

Students learn basic principles of Developmental/Family theory and Positive Psychology along with key elements of Asset Based Community Development. Through a combination of lecture, discussion, fieldwork and speaker presentations, this class will enhance students' understanding of neighborhood resources, the needs/strengths of families and effective strategies of engagement. The course culminates with the production of a document presented to local policymakers outlining ideas and recommendations to strengthen Long Island communities. Prerequisite: At least Sophomore status. **3 credits**

PSY 351 GROUP DYNAMICS

(formerly PSY 251; formerly Dynamics of Behavior)

Behavior development and modification are considered in terms of the individual's responses in varied social interactions. Prerequisites: PSY 111 and one Psychology Elective or Chairperson's approval. **3 credits**

PSY 352 PSYCHOLOGY OF WOMEN

(formerly PSY 252: Psychology of Woman)

A study of the biological, physiological, social and cultural aspects of female development. An analysis of the gender roles, identity and conflicts of the contemporary woman will be

presented. Prerequisites: PSY 111 and one Psychology elective. (Offered Spring) **3 credits**

PSY 353 PERSONALITY

(formerly PSY 253; formerly Personality Theories)

Survey of major findings in the area of personality; a consideration of the leading theoretical interpretations of personality structure and dynamics. Prerequisites: PSY 204, 205, or 206. (Offered Fall, Spring) **3 credits**

PSY 355 DEATH AND DYING

(formerly PSY 255; Psychology of Death and Dying)

A multicultural consideration of death and dying as a physical, psychological and social-cultural phenomenon. Lecture and group discussion. **1 credit**

PSY 356 SENSATION AND PERCEPTION

(formerly PSY 157, PSY 256)

Major theories in sensation and perception are discussed. Auditory, visual and other sensory systems will be considered in relation to behavior. Topics will include sensory coding, properties of stimuli and psychophysical research. Practical application of the processes underlying the relationships between sensation and perception will be demonstrated. Prerequisite: PSY 111. (Offered Spring) **3 credits**

PSY 357 CLINICAL COUNSELING

(formerly PSY 257; formerly Introduction to Clinical and Counseling Psychology; Clinical and Counseling Psychology)

The counseling and therapeutic processes, including selection of clients, beginning treatment, therapist and counselor characteristics, intermediate phases, termination and evaluation are all covered in this introductory course. Emphasis is placed on understanding the basic foundations upon which contemporary and traditional theories of counseling are built. Discussion also focuses on the extent to which cultural diversities impact on the therapeutic relationship. Prerequisites: PSY 111, PSY 326 (Offered Fall, Spring) **3 credits**

PSY 358 DREAMING AND SLEEPING

An overview of the evolution of sleep and dream theory and research covering early and current scientific explorations of sleep, sleep and/or dream deprivation, sleep disorders and dreaming phenomena such as psychic dreaming, lucid dreaming, nightmares, recurrent dreams, daydreams, etc. Theories relating to dream production and meaning are reviewed from ancient times through the present. Prerequisite: PSY 111. (PSY 301 recommended.) (Offered Spring) **3 credits**

PSY 359 POSITIVE PSYCHOLOGY

"Positive Psychology" explores the scientific study of human strengths and virtues. "Positive Psychology" provides a distinct contrast to the negative focus of the disease-model approach that traditionally dominated much of the discipline. While there is no shortage of lay theories and self-help literature that offer advice on how to achieve "the good life", this course will examine the nature of happiness based in empirical research. It will investigate how humans live lives of dignity and purpose with an emphasis on strengthening positive character traits

such as compassion, creativity, empathy and resilience while increasing the presence of mindfulness and peak performance. It is designed to explore the concepts and research behind techniques and exercises that enhance well-being. This course does not satisfy the General Education requirement. Prerequisite: PSY 111. **3 credits**

PSY 361 CONSUMER PSYCHOLOGY

(formerly PSY 261)

A behavioral approach to the consumer, which integrates information from the various social sciences. Current theory and applied research in consumer behavior are emphasized and reinforced with coordinated field experiences, short-term research projects and discussion. Prerequisite: PSY 111 and a Psychology elective. (Offered Fall) **3 credits**

PSY 362 ORGANIZATIONAL PSYCHOLOGY

(formerly PSY 262)

An introduction to the methods used by industrial/organizational psychologists to increase individual and organizational effectiveness. Topics include entry into the organization (recruitment and selection); organizational psychology (work motivation, job attitudes, leadership and organizational culture); and workplace productivity (performance appraisals, absenteeism and turnover). Prerequisites: PSY 111 and a Psychology elective. (Offered Spring) **3 credits**

PSY 363 INTERVIEWING TECHNIQUES IN COUNSELING

(formerly PSY 263; formerly Interviewing Techniques)

Basic procedures for effective interviews are studied and practiced in terms of the varied purposes of interviewers in different situations. Prerequisites: PSY 111 and a Psychology elective. (Offered Spring) **3 credits**

PSY 365 COGNITIVE PSYCHOLOGY

(formerly PSY 265)

An examination of human cognitive processes and their corresponding neurophysiological structures and activities, with a stress on neurocognition. Current theories and research are discussed in relation to topics such as: sensation and perception; pattern recognition; attention and consciousness; learning and memory; reading, thinking, creativity, intelligence and cognitive development. Conventional models of cognition as well as recent contributions from neuroscience and computer science are also discussed. Prerequisites: PSY 111 and a psychology elective. (Offered Spring) **3 credits**

PSY 367 SOCIAL COGNITION

(formerly PSY 267)

Investigation of a wide range of social phenomena from a cognitive perspective. Various aspects of cognitive processes are applied to how people interpret, analyze, remember and use information about the social world. The role of major cognitive processes such as attention, encoding, memory,



concept formation, retrieval, thinking and problem solving, are studied in relation to topics such as: schemas and schema use, social perception, attribution, self-knowledge, stereotyping, persuasion, attitudes and attitude change. Current theories and research in social cognition are also discussed and are demonstrated through "hands on" experiments. Prerequisites: PSY 111, and 365 or Chairperson's approval. (Offered Fall) **3 credits**

PSY 368 PSYCHOPHARMACOLOGY

(formerly PSY 268)

An intensive study of the uses and effects of various psychoactive substances, including illicit and experimental drugs, as well as traditional psychiatric remedies. Prerequisites: PSY 111, PSY 301 or BIO 120, 121. (Offered Spring) **3 credits**

PSY 370 COMMUNITY MENTAL HEALTH COUNSELING

(formerly PSY 270; formerly Community Mental Health)

A survey of the various approaches to maintaining, improving and restoring mental health that are available to people within our communities. Different models of the delivery of mental health services are considered and compared. Field visits required. Prerequisite: PSY 111. **1 credit**

PSY 372 HUMAN FACTORS PSYCHOLOGY/HUMAN ENGINEERING

(formerly PSY 272)

An extensive consideration of the physical and physiological strengths and weaknesses of the human being as they influence modern technological engineering. Theoretical approaches, research methodologies and major areas of investigation will be emphasized in course content. Field trips will be required. Prerequisites: PSY 111, 362 and PSY 365 or Chairperson's approval. **3 credits**

PSY 400 COLLOQUIUM

(formerly PSY 200)

A series of lectures by invited psychologists in the varied fields of research, theory and practice. Attendance at a Psychological Convention may meet all or part of the required hours. Fifteen lecture hours for one credit. (May be repeated for a maximum of three credits.) Prerequisite: 18 credits in Psychology. (Offered Spring) **1-3 credits**

PSY 460 INTERNSHIP/PRACTICUM

(formerly PSY 291; formerly Practicum; formerly Practicum/ Internship)

A protracted field work experience in an authorized agency suited to the student's career objectives and interests. Student's activities will be supervised by a member of the departmental faculty, who will determine specific course requirements. The student will be required to complete 100 hours at a specified setting plus regularly scheduled supervision meetings, which will be arranged individually. Prerequisite: Satisfactory completion of at least 18 credits in Psychology. **3, 3 credits**

PSY 470 INDIVIDUAL RESEARCH IN PSYCHOLOGY

(formerly PSY 281)

Instruction in scientific research methodology and application

to an individual investigation in some relevant area. Thorough review of related literature must be presented within the semester. Prerequisite: PSY major-Senior status. (Offered Fall upon request) **3 credits**

PSY 472 INDEPENDENT STUDY

(formerly PSY 292)

Areas of psychological interest are the focus of independent study under the direction of a Psychology Department member. Prerequisites: 18 credits in Psychology. "B" Average, Chairperson's approval. (Offered upon request) **1-3 credits**

PSY 492 SENIOR SEMINAR

(formerly PSY 282)

Writing-Intensive Course

Recent theoretical and research contributions are considered through discussions following participation in professional meetings and conventions. Completion of original research utilizing appropriate instruments is also required. Prerequisites: PSY 111, 213, 245, 311, 312 and four electives. (Offered Fall, Spring) **3 credits**

Respiratory Care Courses

RES 101 CLINICAL CONCEPTS

(formerly CRS 103; formerly Clinical Experience I)

An introductory course designed to prepare the Respiratory Care Student for entry into the clinical setting. This course must be taken in conjunction with RES 102. Corequisites or Prerequisites: BIO 120, RES 110. (Offered Fall) **1 credit**

RES 102 RESPIRATORY CARE LABORATORY

(formerly CRS 103)

A study of the theory and application of respiratory care equipment and procedures that will equip the student with the knowledge required to participate in the field of respiratory care. This course consists of three hours of lecture and two hours of laboratory. Additional laboratory practice in open lab time is required to gain proficiency in the required skills. Corequisites or Prerequisites: BIO 120, RES 110. (Offered Fall) Lab Fee- \$450.00. **4 credits**

RES 110 RESPIRATORY SCIENCE I

(formerly RES 100)

A comprehensive study of the physiology of the respiratory system that will equip the student with knowledge required in the field of respiratory care. (Offered Fall) **4 credits**

RES 125 CLINICAL PRACTICUM I

(formerly RES 125 Clinical Experience II; formerly CRS 140)

A clinical experience that will integrate the didactic knowledge of respiratory with clinical practice. The clinical is designed to be taken in conjunction with RES 126. The student will attend

16 hours per week of clinical experience, and participate in clinical conferences designed to develop the critical thinking skills required for clinical decision-making. Prerequisites: RES 101, 102, 110. Corequisites: BIO 121, RES 126. (Offered Spring) Clinical Fee-\$280.00. **2 credits**

RES 126 RESPIRATORY SCIENCE II

(formerly CRS 140, RES 124)

A study of the interventions and diagnostics utilized in the treatment and evaluation of pathophysiology. Students will participate in an integrated program incorporating lecture and laboratory participation to obtain proficiency in this study of respiratory care. This course consists of four hours of lecture and two hours of laboratory. Additional laboratory practice in open lab time is required. Prerequisites: BIO 120, RES 110, 101, 102. Corequisites: BIO 121, RES 125. (Offered Spring) Lab Fee-\$560.00. **6 credits**

RES 205 CLINICAL PRACTICUM II

(formerly Clinical Experience III; formerly CRS 105)

A clinical experience that will integrate the didactic knowledge of respiratory care with the practical. This summer clinical course will meet for 10 weeks. The student will attend 32 hours of clinical per week and attend a weekly, daylong clinical conference designed to develop clinical decision-making, skills and increase professional growth through the use of student case presentations, textbook case review and analysis, software, and vendor presentations. Prerequisites: BIO 121, RES 125, 126, 260. (Offered Summer) Clinical Fee-\$525.00. **6 credits**

RES 244 CLINICAL PRACTICUM III

(formerly RES 244 Specialty Areas in Respiratory Care; formerly CRS 144)

A clinical experience designed to further develop the integration of didactic knowledge into sound clinical practice. The student will attend 8 hours of clinical per week and participate in three clinical conferences. These conferences are designed to enhance the development of clinical making skills. Prerequisite: RES 205, corequisite: RES 248. (Offered Fall) Clinical Fee-\$125.00. **1 credit**

RES 245 RESPIRATORY SCIENCE IV

(formerly CRS 145)

A comprehensive study of the cardiovascular anatomy and physiology. The course will integrate the following areas: Hemodynamic monitoring, EKG's, principles of Advanced Cardiac Life Support and their application in Respiratory Care. A research project will be required for successful completion of the course. Prerequisite: RES 248. (Offered Spring) **3 credits**

RES 248 RESPIRATORY SCIENCE III

(formerly CRS 142, RES 242)

An advanced study and integration of the following areas in Respiratory Care: Pulmonary Function testing, Neonatal and Pediatric Ventilator Management, Neonatal and Pediatric Advanced Life Support, Adult Ventilator Management, Non-invasive Mechanical Ventilation, Apnea Monitoring and additional innovative techniques in Respiratory Care. This course consists of four hours of lecture and two hours of laboratory experience. Additional laboratory practice in open

lab time is required. Prerequisite: RES 205. (Offered Fall) Lab Fee: \$450.00. **5 credits**

RES 250 PHARMACOLOGY

(formerly CRS 150)

Writing-Intensive Course

This course provides students with an understanding of the principles of pharmacology necessary in an allied health profession and concentrating on cardio-pulmonary drugs. (Offered Fall, Spring) **2 credits**

RES 253 COMPUTERS IN RESPIRATORY CARE

(formerly CRS 151, RES 251)

This course provides the students with a basic understanding of computer technology through integration of Respiratory Care practices and procedures taught via computer software. Prerequisite: RES 205. (Offered Fall) Fee-\$60.00. **2 credits**

RES 260 CLINICAL MEDICINE I

(formerly CRS 160)

An integrated study of the theory, diagnosis, symptoms and treatment of disease manifestations in the respiratory care patient. Prerequisites: RES 110, 101, 102. (Offered Spring) **2 credits**

RES 265 CRITICAL THINKING IN RESPIRATORY CARE

This course allows the student to build upon past experiences in both the clinical and classroom setting. Using critical thinking skills, the student recognizes the clinical signs, symptoms and treatment strategies necessary for the practice of Respiratory Care. Successful completion of the Clinical Simulation Exam and Therapist Multiple Choice Self-Assessment Examinations are required. Prerequisite: RES 248. (Spring) Exam Fees \$125.00. **2 credits**

RES 270 CLINICAL PRACTICUM IV

(formerly RES 270 Clinical Experience IV; formerly CRS 170)

An advanced comprehensive clinical experience emphasizing proficiency development in advanced areas of respiratory care practice, problem-solving skills and decision making skills necessary for clinical proficiency will be emphasized. This summer clinical course will meet for six weeks. Students will be required to attend 40 hours per week. Prerequisites: RES 244, 245, 248. (Offered Summer) Clinical Fee-\$250.00. **3 credits**

Study Abroad Program Course

SAP 250 THE HARMONY OF SCOTLAND

This course is an examination of global citizenship through interdisciplinary exploration. Emphasis will be placed on the larger questions that face society, examining if these issues are persistent or exclusively a part of our modern world. An important focus of this course is local and global civic knowledge and engagement. This course will provide a base and skill set that students can incorporate into their lifetime

endeavors and is highly recommended for those students traveling internationally. This course counts towards the Liberal Arts and Sciences requirement. **1 credit**

SAP 252 GERMANY: CONTRIBUTIONS AND CONFLICT

This course is an examination of Germany from the perspective of a historical and contemporary framework. Emphasis will be placed on the larger questions that face society, examining social organization, art, struggle, music and ecology as seen in the contemporary world. An important focus of this course is local and global engagement. This course will provide a base and skill set that students can incorporate into their lifetime endeavors and is highly recommended for those students traveling internationally to Germany. **1 credit**

SAP 253 SOUTHERN ITALY: CULTURE AND GEOLOGY

This course will be investigating the history of Southern Italy, including Mt. Vesuvius and the destroyed cities of Pompeii and Herculaneum and the science that makes them a part of contemporary discussions in the area of volcanology and geology. An important focus of this course is knowledge that will be useful to those interested in teaching in this subject matter. This course will provide a base and skill set that students can incorporate into their lifetime endeavors and is highly recommended for those students traveling internationally to Southern Italy. **1 credit**

SAP 258 CULTURE, ART AND BUSINESS IN BELGIUM

Belgium and the Netherlands, located in northwestern Europe, are known for contributions to society going back to the early Renaissance. This course will explore the culture, art and cuisine of this region. Additionally, the course delves into businesses practices large and small, examines the entrepreneurial spirit, the government and the region's sense of justice. This course will provide a base and skill set that students can incorporate into their lifetime endeavors in the areas of business, political science, and peace and justice. It is highly recommended for those students traveling internationally to Belgium or the Netherlands. **1 credit**

SAP 260 HISTORY AND CONTEMPORARY LIFE MERGE IN THE LIFE OF MADRID

Art is a dynamic expression of world culture. This course will focus on Madrid and the richness of its cultural and artistic legacy. An important focus of this course is local and global civic knowledge and engagement. This course will provide a base and skill set that students can incorporate into their lifetime endeavors and is highly recommended for those students traveling internationally to Spain. **1 credit**

SAP 290 GLOBAL LEARNIG IN THE TWENTY-FIRST CENTURY

This course is an examination of global citizenship through interdisciplinary exploration. Emphasis will be placed on the

larger questions that face society, examining if these issues are persistent or exclusively a part of our modern world. An important focus of this course is local and global civic knowledge and engagement. This course will provide a base and skill set that students can incorporate into their lifetime endeavors and is highly recommended for those students traveling internationally. This course counts towards the Liberal Arts and Sciences requirement. **1 credit**

SLP - Speech-Language Pathology/Audiology Courses

SLP 124 VOICE AND DICTION

Development of effective speech by attending to vocal pitch, quality, resonance and range. Dialectic variations in speech production are covered. This course does not satisfy General Education requirements. **3 credits**

SLP 270 SOUND AND THE AUDITORY MECHANISM

(formerly COM 119; COM 270)

The anatomy and physiology of the auditory mechanism; theories of hearing, characteristics of sound and their measurement. (Offered Fall) **3 credits**

SLP 271 ANATOMY AND PHYSIOLOGY OF THE SPEECH MECHANISM

(formerly COM 122; COM 271)

A study of the anatomical and physiological functions of the systems underlying the production of speech and the processes of swallowing, respiration, phonation, articulation and central and peripheral nervous systems. (Offered Fall) **3 credits**

SLP 272 INTRODUCTION TO SPEECH SCIENCE

(formerly COM 125; COM 272)

Introduction to basic concepts, instrumentation and measurement of the physical and physiological aspects of speech with emphasis on acoustic, perceptual and physiological phonetics. Course consists of lectures and laboratory work. Prerequisite: SLP 271 and SLP 273. **3 credits**

SLP 273 PHONETICS AND VOCAL PATTERNS

(formerly COM 220; COM 273)

The study of the articulatory and acoustic characteristics of phonemes as part of the structure of language with emphasis on IPA phonetic transcription and diacritics. (Offered Spring) **3 credits**

SLP 274 DISORDERS OF COMMUNICATION I

(formerly COM 224; COM 274)

Writing-Intensive Course

An introduction to the etiology, diagnosis and treatment of the major functional and organic disorders of communication with

a focus on the developmental period/pediatrics. Prerequisite: SLP 273. (Offered Fall) **3 credits**

SLP 370 INTRODUCTION TO AUDIOLOGY

(formerly COM 222; COM 370)

Basic acoustic and perceptual concepts underlying measurement of the auditory system with emphasis on current behavioral-evaluation protocols. Prerequisite: SLP 270. Lab Fee-\$55.00. **3 credits**

SLP 371 COMMUNICATION SKILLS OF THE HEARING IMPAIRED

(formerly COM 223; COM 371)

The study of the types of hearing loss and their impact on communication, implications for assessment, education, (re) habilitation and therapy. Lab Fee-\$55.00. **3 credits**

SLP 372 LANGUAGE ACQUISITION

(formerly COM 221; COM 372)

The course focuses on the normal development of language and the linguistic, social and cognitive aspects contributing to the process of first-language acquisition. Field studies of emerging language required. (Offered Fall) Lab Fee-\$55.00. **3 credits**

SLP 374 DISORDERS OF COMMUNICATION II

(formerly COM 225; COM 374)

Disorders of language, fluency, voice and speech, as experienced in adult/geriatric and pediatric populations, will be reviewed with respect to diagnosis and treatment. Prerequisite: SLP 274 or departmental approval. (Offered Spring) **3 credits**

SLP 375 EVALUATION AND TREATMENT METHODS IN SPEECH-LANGUAGE PATHOLOGY

(formerly COM 228 *Methods of Teaching Speech and Language*; COM 375)

This course will involve learning the fundamentals of psycholinguistic assessment and efficacy-based instruction. Prerequisites: SLP 271, SLP 274, and SLP 372. (Offered Spring) Lab Fee-\$150.00. **3 credits**

SLP 376 CLINICAL EXPERIENCES WITH THE SPEECH, LANGUAGE AND HEARING IMPAIRED

(formerly COM 376)

This course will provide clinical observation in field placement. Emphasis will be placed on the theoretical framework of clinical practice. Prerequisites: SLP 271 and SLP 274. (Offered Spring) **3 credits**

SLP 380 READING, LANGUAGE AND PSYCHOLINGUISTICS

(formerly COM 380)

The study of the neurolinguistic organization of the brain as it relates to reading, the relation between reading and spoken language, psycholinguistic models of reading and the patterns of breakdown that may occur. Prerequisite: SLP 273. (Offered Fall) **3 credits**

SLP 440-441 INTRODUCTION TO CLINICAL PRACTICE IN SPEECH-LANGUAGE PATHOLOGY I, II

(formerly COM 230-231; COM 440-441)

Supervised clinical experience in approaches used to evaluate and to treat individuals who demonstrate disorders of communication. Preparation of clinical records consistent with a variety of clinical settings. In addition to weekly class, students are required to provide regularly scheduled clinical intervention to a variety of individuals. Prerequisite: SLP 271, 273, 274, 372, 374, 375, 376 or departmental approval. (SLP 440 offered Summer, Fall, Spring, SLP 441 offered Fall, Spring) Lab Fee-\$150.00 per course. **3, 3 credits**

SLP 442 INTRODUCTION TO CLINICAL INTERVENTION AND INTERPROFESSIONAL COLLABORATION

This course will explore the application of theory in communication sciences and disorders both within the CSD professions and within related fields. Focus will be on the scope of practice of speech-language pathologists and audiologists and also on inter-professional collaboration. Students will explore the ways that they can play a role in various disciplines and professions. Observations and videos will be used in conjunction with readings as a basis for class discussion and oral and written assignments. **3 credits**

SLP 443 PROFESSIONAL ISSUES IN COMMUNICATION SCIENCES AND DISORDERS AND RELATED FIELDS

This course will examine the professional issues currently influencing human communication and the assessment and treatment of communication disorders. Topics will include speech assistants, ethics, federal law, and cultural diversity. Students will engage in a variety of activities that explore professional issues in speech-language pathology and audiology and related fields. Discussions and written assignments pertaining to films and readings exploring current professional issues will be used to meet course objectives. **3 credits**

SLP 470 INDEPENDENT STUDY

(formerly under COM)

Independent study in an area approved by the Chairperson for students with a minimum index of 3.0 majoring in Speech-Language Pathology/Audiology. The student works under the guidance of a faculty member. Faculty member must consent to sponsor student prior to approval by Department Chairperson. (Offered Fall, Spring) **1-3 credits**

SLP 489 RESEARCH IN SPEECH-LANGUAGE PATHOLOGY/AUDIOLOGY

(formerly COM 489)

Writing-Intensive Course

This course will introduce seniors in the speech-language pathology/audiology major to scientific reasoning and critical thinking skills in speech and hearing sciences. Attention will be given to research methodologies and basic skills for critically evaluating and implementing research. Students will choose a topic and begin a research project to be completed in SLP 491 Speech-Language Pathology/Audiology Seminar. Prerequisite: Senior status. (Offered Fall) **3 credits**

SLP 491 SPEECH-LANGUAGE PATHOLOGY/AUDIOLOGY SEMINAR

(formerly COM 491)

Students will engage in research in the field of speech and hearing sciences and complete a project or research paper that was begun in SLP 489. Prerequisite: SLP 489. (Offered Spring) **3 credits**

Social Work and Gerontology Studies Courses

GRN GERONTOLOGY

Refer to by subject under GRN courses.

SWK SOCIAL WORK

Refer to by subject under SWK courses.

Sociology and Anthropology Courses

SOC 101 INTRODUCTORY SOCIOLOGY

Survey of sociological concepts in the light of empirical theory and research with emphasis on basic social institutions, social processes and social change. Some sections have a service-learning component. (Recommended as a preliminary for other Sociology courses.) (Offered Fall, Spring) **3 credits**

SOC 121 HUMAN BEGINNINGS THROUGH FILM

This course examines who we are and where we come from. The journey from Ardipithecus (about four million years BCE) to ourselves is told through film, group discussions and group reports. Students examine our common African ancestry and the way in which humans acquired total Global Ascendancy. **1 credit**

SOC 152 SOCIOLOGY OF THE FAMILY

(formerly *The Family*)

Cross-cultural analysis of the family as a basic social institution; the structure and functions of the various family systems; particular emphasis given to the American nuclear family. Some sections have a service-learning component. (Offered Fall, Spring) **3 credits**

SOC 161 INTRODUCTION TO CULTURAL ANTHROPOLOGY

An examination of the dawn of humankind and an investigation of how Stone Age and pre-Stone Age people organized their lives. In addition, students examine genealogical principles and

apply them in various ways. (Offered Fall, Spring) **3 credits**

SOC 166 SOCIAL PSYCHOLOGY

A study of the facts and theories dealing with the phenomena of social behavior. The effect of group membership upon individual behavior is stressed. (Offered Fall) **3 credits**

SOC 203 PEOPLE, PLACES, THINGS

(formerly *SOC 103*)

An understanding and appreciation of human societies through an analysis of their cultural objects. Class visits to museums are required. **1 credit**

SOC 211 SOCIAL PROBLEMS

(formerly *SOC 112*)

Analysis of the causes and meaning of principal societal problems and the underlying conditions that give rise to them. (Offered Spring) **3 credits**

SOC 222 MEDIA, CULTURE AND SOCIETY

(also *COM 222*; formerly *SOC 122*; formerly *Mass Communication in Society*)

Using sociological concepts, students will examine both the history of the media and the present concentration of power. Issues such as censorship, focused advertising, political cartoons and civil rights will be discussed. The students will explore both print and visual media as well as the impact of new technology with special emphasis on the Internet. **3 credits**

SOC 225H (HONORS) SOCIOLOGICAL IMAGINATION

(formerly *SOC325H*)

A study of the sociological tradition from its origins and development as an empirical science. The sociological imagination will be used to examine major scientific and cultural innovations and to analyze the process of social change. Honors students only. (Offered Fall) **3 credits**

SOC 232 SOCIOLOGY OF INEQUALITY

(formerly *American Class Structure*)

An examination of various theoretical approaches to social stratification. Social classes will be examined in regard to lifestyles, social and political ideology and social mobility. Some sections have a service-learning component. (Offered Spring) **3 credits**

SOC 235 JUVENILE DELINQUENCY

(formerly *SOC 135*; formerly *Crime and Delinquency*)

This course centers on the nature of juvenile delinquency, including a discussion of the major theories and prevalent factors that contribute to an understanding of delinquency. In addition, emphasis is placed on society's reaction to youth crime and violence, and the various institutions and aftercare facilities that serve delinquents. Finally, attention is also placed on various prevention techniques and services. (Offered Fall) **3 credits**

SOC 236 SOCIAL CHANGE

Continuity and change in society. Evaluation of theories of

social change; analysis of the factors and determinants of change; problems of planning, inducing and controlling change with application to developed and underdeveloped countries. **3 credits**

SOC 237 DEVIANT BEHAVIOR AND SOCIAL CONTROL

(also CRJ 237; formerly SOC 137)
(Offered Fall) **3 credits**

SOC 238 CRIMINOLOGY

(formerly SOC 136)
This course provides students with a basic understanding of development of the scientific study of crime. Emphasis is on the formation of the philosophies and theoretical orientations to crime causation. Attention is also given to the apprehension, court actions, punishment and treatment techniques related to the adult criminal. Some sections have a service-learning component. (Offered Spring) **3 credits**

SOC 240 SUSTAINABLE SOCIETIES: HISTORICAL PERSPECTIVES

(also HIS 240)
(Does not satisfy General Education.) **3 credits**

SOC 241 BUSINESS, LABOR AND SOCIETY

(formerly Industrial Sociology)
Focus on power and pervasiveness of large-scale organization. Attention will be given to specific concepts of power, authority, socialization, role behavior and alienation. (Offered upon request) **3 credits**

SOC 245 CITIES AND SUBURBS

Development of the pre-industrial city; characteristics of urban life in the United States; the city in change; the suburban sprawl; urban problems; special emphasis on the New York metropolitan area. **3 credits**

SOC 251 GLOBAL COMMUNITY

(formerly SOC 151)
An analysis of the impact of population growth, food utilization and conflict of the social and natural environments. A look at the future of the human species. **3 credits**

SOC 253 AGING IN SOCIETY

(also GRN 253; formerly SOC 153 *Sociology of Aging*)
Course will focus on the aged and the process of aging within a social context; efforts will center on the examination of the social definition of aging, who constitutes the elderly, the role of the aged in contemporary society and the consequences of this role in regard to behavior. (Offered Fall) **3 credits**

SOC 254 ANCIENT WORLDS

(also HIS 254; formerly HIS 154, SOC 154)
An analysis of the Mesolithic and Neolithic stages of human development and the rise of early civilization in the Old and New Worlds. (Ancient Mexico, Peru, Middle East, South Asia) **3 credits**

SOC 256 INTRODUCTION TO ARCHAEOLOGY

(formerly SOC 156)
A study of how archaeologists find, excavate, analyze and date the human lifestyles of the past. An analysis of the growth of human culture during the Paleolithic period in Africa, Asia, and Europe. **3 credits**

SOC 258 NATIVE AMERICANS

(formerly SOC 158)
An analysis of the development and distribution of the North and South American Indian cultures, from their beginnings to the present day. **3 credits**

SOC 262 SOCIOLOGY OF DEATH AND DYING

(also GRN 262)
Who dies, when, where, how and why: a critical analysis of the social forces and interactions that influence life expectancy, causes of death, the dying process and attitudes and beliefs about death and after-life. Disposal and bereavement rituals are studied across cultures, and terrorism, genocide, military action and capital punishment are examined for their impact on social stability and individual mortality. **3 credits**

SOC 266 BIRTH OF THE GODS: IDEAS, IMAGES AND ICONS

(formerly Birth of Gods)
Examining myth and folklore from a variety of cultures, students will explore characters such as Raven, Coyote, Anansi and other tricksters and heroes. Students will analyze the role of music, drugs, art and ritual as related to mythic traditions. Creation stories will provide a framework for looking at myth and ritual, the birth of the gods, the creation of man and the issues of evil. The course will look at the place of women as both protagonists and creators of legends and tales. **3 credits**

SOC 268 SOCIOLOGY OF DISABILITIES

An examination of disability from a variety of sociological perspectives, including functionalist, multicultural, deviance, labeling, life course, social problems and conflict. Films and guest lecturers will be employed to acquaint students with experimental aspects of disability. (Offered Spring) **3 credits**

SOC 271 SOCIOLOGY OF HEALTHCARE

(formerly Medical Sociology)
Provides comparative sociological analysis of health care systems in the United States and other industrialized nations. (Offered Spring) **3 credits**

SOC 272 SOCIOLOGY OF EDUCATION

(formerly SOC 172)
Will apply major concepts and theories of Sociology to the institution of education. Special emphasis on the relationship between family socialization and school socialization. (Offered upon request) **3 credits**

SOC 283 LAW AND SOCIETY

(also CRJ 283; formerly SOC 183)
(Offered Spring) **3 credits**



SOC 300 BASICS OF SOCIAL AND BEHAVIORAL RESEARCH

Introduction to research methods in the social/behavioral sciences. The course will cover reading and critiquing original research articles and methods of research design from sociology, criminal justice and psychology. Qualitative and quantitative research designs - experiments, survey research, interviews/focus groups and evidence-based practice designs will be explored. Students will gain exposure through in-class assignments and will conduct data analysis using SPSS. Corequisite: SOC 395 required for majors; SOC 395 recommended for non-majors. (Offered Spring & Fall) **3 credits**

SOC 301 SOCIAL THEORY I-FOUNDATIONS

(formerly SOC 201)

A study of the development of Sociological theory with special emphasis on the social and intellectual framework influencing its development. (Offered Fall) **3 credits**

SOC 302 SOCIAL THEORY II-CONTEMPORARY

(formerly SOC 202)

A survey of major schools of thought from early 20th century to the present relative to development of the science of Sociology.

(Offered Spring) **3 credits**

SOC 331 RACE AND ETHNIC RELATIONS

(formerly SOC 131 and 231)

Writing-Intensive Course

This course examines the major social issues surrounding race and ethnic relations in America. Special emphasis is placed on the causes and consequences of prejudice and discrimination. Racism, broadly defined, is analyzed in both the historical and contemporary contexts. Future prospects are discussed. (Offered Fall, Spring) **3 credits**

SOC 333 ALCOHOLISM AND DRUG ABUSE

(formerly SOC 133 and 233)

Examination of the disease concept of alcoholism and drug addiction with emphasis placed on its effects on the family, the community and the work place. Methods of treatment, self-help organizations and special populations such as women and adolescents will be studied. (Offered Spring) **3 credits**

SOC 350 SOCIAL ROLES OF WOMEN AND MEN

(formerly SOC 125 and 225; formerly Sociology of Women)

Examination of men's and women's roles in contemporary

society with regard to roots of sex roles in culture, the influence of the mass media and the educational system in reinforcing self concept, and an examination of present and future alternatives. (Offered Fall) **3 credits**

SOC 354 HUMAN ORIGINS

(also BIO 354; formerly BIO 252, SOC 157, SOC 252, SOC 257)

An analysis of the evolution and distribution of the human species. A study of human adaptation and variation through time. **3 credits**

SOC 360 SUSTAINABLE COMMUNITIES

Review of the basic principles of smart growth and how they are or are not being implemented on Long Island and around the nation. Learning covers the process by which planning decisions are made, how they affect communities and what the common obstacles are to sustainable growth. Included are social justice issues relating to the lack of affordable housing, the brain drain, classism and suburban sprawl. **3 credits**

SOC 370 AFRICAN, ASIAN AND LATINO EXPERIENCES IN AMERICAN SOCIETY

This course examines the experiences of the African, Asian, and Latino peoples in American society. Although there will be some discussion of socio-historical factors and realities, the primary focus will be on the modern era. History, culture, values, timing, discrimination, socio-economic realities and movements for social change and social justice all will be discussed. **3 credits**

SOC 380 SERVICE LEARNING IMMERSION I

(formerly SOC 280)

Forty hours of field experience in service to the community, plus an informal seminar in which students and the professor share their field experiences and resultant insights with one another. Prerequisite: Six credits of Sociology coursework, or approval of the Department Chairperson **3 credits**

SOC 380 SERVICE LEARNING IMMERSION II

Forty hours of field experience in service to the community, plus an informal seminar in which students and the professor share their field experiences and resultant insights with one another. Prerequisite: Six credits of Sociology coursework, or approval of the Department Chairperson **3 credits**

SOC 395 INTRODUCTION TO COMPUTING WITH SPSS

Basic introduction to the statistical package for the social sciences. Emphasis will be placed on usage of SPSS for descriptive statistics and simple bivariate analysis. Corequisite: SOC 300 required for majors. SOC 395 is recommended to be taken in conjunction with SOC 300. (Offered Spring & Fall) **1 credit**

SOC 400 ADVANCED RESEARCH METHODS IN SOCIOLOGY

Writing-Intensive Course

The course will have as its focus the detailed examination of the role of research in Sociology. Elements of the scientific method as applied to the study of human group life, and the relationship between Sociological theory and research will be examined.

Attention will be given to the problem of conceptualization, the formulation of hypotheses, designs of proof, specific data collection procedures and the techniques and procedures for coding, entering, ordering, analyzing and presenting data. Students will conduct an original research project. The course will include the use of SPSS. (Offered Spring) **3 credits**

SOC 422 APPLIED SOCIOLOGICAL RESEARCH METHODS

(formerly SOC 222, 322)

Introduction to the research skills and theory application necessary to address the problem-solving concerns of human service, institutional, business and government organizations. The course provides firsthand experience in designing, constructing, managing and analyzing data used routinely in the major areas of applied Sociology, such as focus group research, needs assessment, program evaluation and market research. Corequisite: SOC 497. Fee-\$45.00. **3 credits**

SOC 460 INTERNSHIP

(formerly SOC 120)

This course provides an opportunity for a semester-long field placement that will allow the student to have professional experience in the areas of social service or research. The student is expected to attend 100 hours at the internship site as well as at least four meetings with the professor. (Offered Spring) **3 credits**

SOC 470 INDEPENDENT STUDY

(formerly SOC 293)

Research project or paper in a selected area of Sociology. Prerequisites: "B" average and approval of Chairperson. (Offered upon request) **1-3 credits**

SOC 471 READINGS IN SOCIOLOGY AND ANTHROPOLOGY

(formerly SOC 290, 291, 292, 472, 473)

Selected readings in an area of Sociology or Anthropology. The area may be either author concentration or a selected topic. Recommended for students with previous Sociology and/or Anthropology courses. As the selection of readings will differ in different semesters, a student may register for a maximum of three selected topics for a total of 3 credits. (Offered upon request) **1 credit**

SOC 490 SOCIOLOGY SEMINAR

(formerly SOC 265)

Writing-Intensive Course

An attempt to organize theories and data from previous courses into the underlying framework that unites Sociology. The course will focus on a series of topics that will be thoroughly investigated by students in an effort to integrate the various subdivisions of sociology into a united social science. Majors and minors only. (Offered Spring) **3 credits**

SOC 497 ADVANCED COMPUTER STATISTICAL ANALYSIS AND REPORT WRITING

(formerly SOC 297, 397)

Introduction to the computer skills and statistical procedures necessary to code and enter data, and analyze and present

research results obtained from the applied research process. The course will provide exposure to on-line sources of data, advanced statistical procedures using SPSS, as well as graph and table construction. Corequisite: SOC 422. **3 credits**

Spanish Courses

SPA 101, 102 BEGINNING SPANISH I, II

(formerly SPA 115, 125; formerly Spanish for Everyday I, II)

These are introductory courses that focus on the development of communicative proficiency in the Spanish language. These courses afford students the opportunities to practice speaking, listening, reading and writing skills in Spanish, as well as to gain knowledge and understanding of the culture. Particular emphasis is placed on the systematic mastery of vocabulary grammatical structures and conversational skills. SPA 101 is intended for students with little or no previous experience in the language. SPA 102 is intended for students who have taken SPA 101 or with 3 or more years of Spanish at the secondary level. Fee-\$40.00 each course. **3, 3 credits**

SPA 103, 104 BEGINNING SPANISH FOR THE HEALTH PROFESSIONS I, II

(formerly SPA 126, 136; formerly Beginning Spanish for Health Care Professionals I, II; formerly Beginning Spanish for the Health Sciences I, II)

These are introductory courses that focus on the development of communicative proficiency in the Spanish language. These courses afford students the opportunities to practice speaking, listening, reading and writing skills in Spanish, as well as to gain knowledge and understanding of the culture. Particular emphasis is placed on the systematic mastery of vocabulary, and conversational skills for health care professionals. SPA 103 is intended for students with little or no previous experience in the language. SPA 104 is intended for students who have taken SPA 103 or with 3 or more years of Spanish at the secondary level. Fee-\$40.00 each course. **3, 3 credits**

SPA 105, 106 BEGINNING SPANISH FOR SOCIAL SERVICES I, II

These are beginning courses designed for students in the social services professions who seek basic conversational skills in Spanish. They afford students the opportunities to practice speaking, listening, reading and writing skills in Spanish, as well as gain knowledge and understanding of the culture in a wide variety of practical contexts. Students will be presented with everyday situations that pre-professionals and professionals may encounter when dealing with Spanish-speaking clients, patients, and personnel in the U.S. at work settings such as hospitals, schools and social service offices. Particular emphasis is placed on the systematic mastery of practical vocabulary for on-the-job situations and the application of grammatical structures in conversational situations. SPA 105 is intended for students with little or no previous experience in the language. SPA 106 is intended for students who have already taken at least one 100-level course in Spanish. Prerequisite for SPA 106: SPA 101 or SPA 105. Fee-\$40.00 each course. **3, 3 credits**

SPA 118 BEGINNER CONVERSATION SKILLS

This beginner level course affords the students the opportunity to practice and improve their oral communicative skills in Spanish. Through oral practice of basic Spanish speech patterns and pronunciation, students will learn to speak clearly, accurately and effectively and gain confidence in their oral expression. It is not intended for Heritage students. Prerequisite: Chairperson's approval. **1 credit**

SPA 119 BEGINNER WRITING SKILLS

This course is a beginner level class that provides the students with the basic structures and constructions to further develop their communicative writing skills. Students will have the opportunity to practice through short compositions, including letters, descriptions and narrations. This course includes the review of Spanish common mistakes and the grammatical structures that interfere with the writing process. Prerequisite: Chairperson's approval. **1 credit**

SPA 201 BEGINNING SPANISH III

(formerly Intermediate Spanish; formerly SPA 135; formerly Spanish for Communication)

This course is designed to reinforce and expand the necessary skills acquired in previous beginning courses and to achieve the next step towards communicative proficiency. Emphasis is placed on the study of more advanced grammatical structures, vocabulary and idiomatic expressions. Students will read a variety of high interest texts as well as experience videos, music, news broadcasts, etc., that provide models for discussion and writing, and that are a means for understanding the contemporary culture of Latin America and Spain. The Department strongly recommends that students take SPA 215 or 216 concurrently with this course. Recommended prerequisite: SPA 102 (or 104 or 106) or equivalent. Fee-\$40.00. **3 credits**

SPA 209 SPANISH FOR HERITAGE STUDENTS

(formerly Spanish for Spanish Speakers; formerly SPA 147, 148, 309)

Designed for students who speak Spanish at home but have been educated primarily in English, this course enhances oral and written expression as well as reading comprehension. It includes extensive practice with the conventions of written Spanish and many activities designed to expand vocabulary. Course materials include literary and journalistic readings, films and videos selected to provide an understanding of the Spanish-speaking community in the United States, Latin America and Spain. This class is accepted in lieu of SPA 201 and 215 for the Spanish major. **3 credits**

SPA 215, 216 INTERMEDIATE SPANISH CONVERSATION I, II

(formerly SPA 151, 152, 153; formerly Spanish Conversation I, II)

These courses are designed to reinforce oral expression and comprehension. Spoken Spanish is stressed by a review of grammar and idiomatic strategies for self-expression and the expression of ideas on topics of current interest and cultural significance in the Spanish-speaking world. Materials used include journalistic texts, films, videos, audiotapes, songs and short stories. The Department strongly recommends that students take SPA 201 concurrently with this course.

The Department may change placement into a language course based upon individual previous language experience. Recommended prerequisite for 215: SPA 102 (104, 106) or equivalent. Prerequisite for 216: SPA 215. Fee-\$40.00 for each course. **3, 3 credits**

SPA 218 INTERMEDIATE CONVERSATION SKILLS

This intermediate level course affords the students the opportunity to further advance their conversation skills in Spanish. Students will develop the ability to speak effectively and will become familiar with idioms and expressions that are used in real life situations and gain more confidence in their oral expression through basic role-play and other conversational activities. It is not intended for Heritage students. Prerequisite: Chairperson's approval. **1 credit**

SPA 219 INTERMEDIATE WRITING SKILLS

This course is an intermediate level class that provides the students with the writing techniques to further develop their communicative writing skills. This hands-on course includes the review of Spanish punctuation and spelling rules and the fundamental grammatical structures that interfere with the writing process. Students will have the opportunity to practice different writing genres. Prerequisite: Chairperson's approval. **1 credit**

SPA 220 INTERMEDIATE SPANISH

This course is designed to develop an accurate use of Spanish grammar. Building on work in previous levels, the students will learn more subtle and idiomatic uses of grammatical forms. This course will review and strengthen the understanding and use of major concepts of Spanish grammar including grammatical tenses, the subjunctive, pronouns and prepositions, among other grammatical points. In addition, culture-related readings in Spanish will provide opportunities to learn new vocabulary in context and to practice conversation by means of in-class discussions. The student will also learn and practice the general guidelines of how to write a composition, including organization and structure, coherence, sentence structure, word choice, accentuation, etc. The class will be conducted in Spanish. Prerequisite: SPA 201 or Chairperson's approval. Fee-\$40.00. **3 credits**

SPA 224 INTERMEDIATE SPANISH FOR THE HEALTHCARE PROFESSIONS

(formerly Intermediate Spanish for Health Sciences)

While reviewing, practicing and building upon previously learned vocabulary and basic grammatical concepts in Spanish, this course aims at strengthening the students' knowledge of the language to further develop communicative competency in the healthcare field at the intermediate level. Students will hone their conversational skills through role-playing exercises and real-life scenarios. Additionally, they will have the opportunity to read and listen to a variety of texts related to healthcare. Cultural topics related to health issues in the Hispanic community will be discussed in the courses as well. Prerequisite: SPA 104 (or 102/106) or Chairperson's approval. Fee-\$40.00. **3 credits**

SPA 250 LATINO CULTURE IN THE UNITED STATES

This course will examine the cultural production of representative works by U.S. Latino writers, visual artists and filmmakers, focusing on the social and historical construction of Latino identity. Readings of theoretical works that explore issues of immigration, gender, race and ethnicity will serve as basis for the methodological approach that will guide the analysis of the various cultural texts. This course will be of great interest for Nursing, Social Work, Sociology, Education, Psychology, Communication and Criminal Justice majors as an elective. This course does not fulfill the foreign language general education requirement, except for the students who are exempt from taking a foreign language because of a documented learning disability. This course is taught in English. **3 credits**

SPA 305 GRAMMAR FOR COMMUNICATION

(formerly SPA 161, 225 Advanced Grammar and Composition)

This course will provide students with an in-depth examination of Spanish grammar topics in context. Students will have opportunities to select effective strategies and techniques for the application of rules to enhance communicative proficiency. Emphasis will be placed on the correction of errors in structure and syntax that interfere with the communication process. Prerequisite: SPA 220 or Chairperson's approval. **3 credits**

SPA 307 INTRODUCTION TO THE ANALYSIS OF SPANISH LITERARY TEXTS

(formerly SPA 171, 301 Introduction to Spanish and Latin American Literature; formerly Reading in Spanish; formerly Introduction to the Analysis of Spanish Literacy and Cultural Texts)

This course is designed to introduce intermediate students of Spanish to the critical analysis of literary texts. Firstly, students will learn reading skills and textual comprehension. Secondly, the course will focus on the acquisition and application of techniques of textual analysis. A practical approach through the analysis of a range of texts of the four basic genres: narrative, drama, poetry and essay will develop students' abilities to study literary texts from a stylistic and critical point of view. Prerequisite: SPA 220 or Chairperson's approval. **3 credits**

SPA 310 ADVANCED CONVERSATION SKILLS

(formerly Conversation Skills)

This course affords the advanced students the opportunity to develop and further advance their conversation skills in Spanish in formal and informal settings and styles. Students will have the opportunity of practicing the style of conversation that would be appropriate within a particular context. Speaking activities include interviews, discussions, debates and complex role-play situations. Prerequisite: Chairperson's approval. **1 credit**

SPA 311 ADVANCED WRITING SKILLS

(formerly Writing Skills)

This course provides advanced students with the writing techniques to enhance and further develop confidence using written Spanish as a vehicle for expression. This hands-on course includes a review of complex structures in Spanish through lexical and grammatical workshops focused on improving the accuracy of the written communication. Students will have the opportunity of practicing different writing genres, subgenres and styles. Prerequisite: Chairperson's approval. **1 credit**

SPA 312 HISPANIC WORLD THROUGH LITERATURE, ART, AND POPULAR CULTURE

(formerly SPA 320)

This is an interdisciplinary course that explores different aspects of the Hispanic contemporary culture. Its aim is to introduce the student to different cultural manifestations such as music, art, film, food and daily life through different Spanish and Latin American contemporary literary readings. This course is intended for the high-intermediate student of Spanish. Prerequisite: SPA 201 or Chairperson's approval. **3 credits**

SPA 313 CULTURES OF SPAIN

(formerly SPA 143, 205 Hispanic Civilization I; formerly Culture and Civilization of Spain)

This course offers the student an introduction to the cultures of Spain from a variety of perspectives: its history, geography, society, arts, economy, popular culture, folklore, political and value systems, its role as a member of the European Union and, in a larger scope, its place in the global community. The course is an exploration of Spain that goes back in time in order to study its cultural origins and historical evolution and to analyze the factors that have made what Spain is today: a pluralistic, multicultural, and multilingual nation. Prerequisite: SPA 307 or Chairperson's approval. **3 credits**

SPA 314 CULTURES OF LATIN AMERICA

(formerly SPA 144, 206 Hispanic Civilization II; formerly Culture and Civilization of Latin America)

This course offers the student an introduction to the cultures of Latin America from a variety of perspectives: its history, geography, society, arts, economy, popular culture, folklore, political and value systems, and, in a larger scope, its place in the global community. The course is an exploration of Latin America that goes back in time to study its cultural origins and historical evolution and to analyze the factors that have made Latin America what it is today: a pluralistic, multicultural and multilingual group of nations. Prerequisite: SPA 307 or Chairperson's approval. **3 credits**

SPA 315 CULTURAL COMPETENCE IN THE HEALTHCARE ENVIRONMENT

This course is designed for students who want to improve their knowledge of the Hispanic world through cultural topics related to the Spanish healthcare environment. The course is divided in three different sections providing students with an overview of different topics, such as family, religion, race, language, superstition and ethical concerns, among others. Students will have the opportunity to learn, examine and discuss these social and cultural factors present in the Spanish-speaking community. The main goal of this course is to acquire and develop a cultural and intercultural competence necessary in the medical work setting. Prerequisite: SPA 324. **3 credits**

SPA 324 ADVANCED SPANISH FOR THE HEALTHCARE PROFESSIONS

(formerly Advanced Spanish for the Health Sciences)

This course is designed to further develop an advanced proficiency and increase the ability to communicate accurately in Spanish within the medical context. A task-based

approach will allow the students to acquire and practice more sophisticated vocabulary related to healthcare and to use more complex linguistic structures. Discussions about health issues in the Hispanic culture will also be an important component of this course. Prerequisite: SPA 224 or Chairperson's approval. **3 credits**

SPA 329 POST-FRANCO SPAIN

(also HIS 329; formerly SPA 429)

This course examines post-totalitarian Spanish Literature, Arts and Popular Culture made possible by the political transition to democracy. This course focuses on how after 1975 Spaniards began to explore and question their cultural and historical identity. This course meets the History General Education requirement. Prerequisite: SPA 307 or Chairperson's approval. **3 credits**

SPA 330 STUDY ABROAD: SPANISH GRAMMAR AND COMPOSITION I

A Study Abroad course in Spanish to develop communication skills by building grammar, reading and writing skills. **3 credits**

SPA 331 STUDY ABROAD: SPANISH CONVERSATION AND CULTURE I

A Study Abroad course in Spanish to further develop communications skills through speaking and listening, while exploring the Spanish culture. **3 credits**

SPA 335 STUDY ABROAD: SPANISH GRAMMAR AND COMPOSITION II

A continuation of study at a more advanced level than SPA 330, this Study Abroad course in Spanish further develops communication skills by building grammar, reading and writing skills. **3 credits**

SPA 336 STUDY ABROAD: SPANISH CONVERSATION AND CULTURE II

A continuation of study at a more advanced level than SPA 331, this Study Abroad course in Spanish further develops communications skills through speaking and listening, while exploring the Spanish culture. **3 credits**

SPA 337 STUDY ABROAD: SPANISH GRAMMAR AND COMPOSITION III

A continuation of study at the most advanced level for students who have completed SPA 335, this Study Abroad course in Spanish further develops communication skills by building grammar, reading and writing skills. **3 credits**

SPA 338 STUDY ABROAD: SPANISH CONVERSATION AND CULTURE III

A continuation of study at the most advanced level for students who have completed SPA 336, this Study Abroad course in Spanish further develops communications skills through speaking and listening, while exploring the Spanish culture. **3 credits**

SPA 341 ADVANCED SPANISH GRAMMAR AND COMPOSITION

(formerly SPA 405)

Writing-Intensive Course

This writing-intensive course offers an advanced study of complex aspects of Spanish grammar, focused on morphology and syntax. Students will analyze morphological and syntactical structures using texts and readings and will practice grammar rules through written exercises and compositions. By the end of the semesters, students will see their Spanish skills reinforced, especially those related to their writing style. Prerequisite: SPA 305 or Chairperson's approval. **3 credits**

SPA 351 IBERIAN LITERATURE SURVEY

(formerly Spanish Literature From the Middle Ages to Contemporary Literature; formerly Hispanic Literature from the Nineteenth Century to the Twenty-First Century)

This course is a multi-genre introduction to literary analysis with readings, discussions, and writing assignments related to the Hispanic literatures. This course will provide students with the necessary tools for literary appreciation and interpretation in the field of Hispanic literary studies. Students will become familiar with the technical vocabulary of literary criticism and will gain understanding of the artistic, cultural, and political implications of literature in Spain. Discussions on the different periods, movements, and literary currents will complement the understanding of the texts. Prerequisite: SPA 307 or Chairperson's approval. **3 credits**

SPA 352 LATIN AMERICAN LITERATURE SURVEY

(formerly Latin American Literature From the Pre-Columbian Era to the Twenty-First Century; formerly Hispanic Literature From the Nineteenth Century to the Twenty-First Century)

This course is a multi-genre introduction to literary analysis with readings, discussions, and writing assignments related to the Hispanic literatures. This course will provide students with the necessary tools for literary appreciation and interpretation in the field of Hispanic literary studies. Students will become familiar with the technical vocabulary of literary criticism and will gain understanding of the artistic, cultural, and political implications of literature in the Spanish-speaking countries of Latin America. Discussions on the different periods, movements and literary currents will complement the understanding of reading and interpreting the texts from the pre-Columbian era to contemporary literature. Prerequisites: SPA 307 Chairperson's approval. (Offered Fall) **3 credits**

SPA 353 LATIN AMERICAN SHORT STORY

This course will offer an overview of the Latin American short story, from its origins in the late 19th century to our days. Attention will be given to the themes, as well as the literary and cultural contexts that have informed literary trends such as costumbrism, realism, magic realism and the fantastic. A selection of readings on literary theory will guide our analysis of specific aspects of the genre. Prerequisite: SPA 307 or Chairperson's approval. (Offered Summer) **3 credits**

SPA 370 LATIN AMERICAN AND SPANISH LITERATURE IN TRANSLATION

This course offers students the opportunity to read and study

the literary works of worldwide renowned Latin American and Spanish authors that, due to the language barrier, they would have never encountered: from Cervantes and Garcia Lorca to Jorge Luis Borges and Garcia Marquez, among many others. This course does not fulfill the foreign language requirement.

3 credits

SPA 381 SPANISH LINGUISTICS

This course provides an introduction to the fundamentals of Spanish linguistics. Students will be introduced to the basic theoretical concepts of phonology, morphology, syntax and semantics, and how these different areas interact in Spanish. The course will focus on different methods of language analysis and will bring up the main points of contrast with English. Prerequisite: SPA 341 or Chairperson's approval. **3 credits**

SPA 409 TRANSLATION

This course is intended as an introduction to translation from English into Spanish and vice versa for students that already have considerable linguistic resources in both languages. Even though this is mainly a practical and hands-on course, it also involves discussion of issues related to Linguistics and Translation Theory that directly concern specific problems encountered in the translating process. The student will develop translation skills and strategies by being exposed to different types of authentic texts: journalistic, scientific, technological, literary, commercial and cinematic. In order to further improve the student's reading and writing skills, in both the Source Language and the Target Language, the course will also focus on grammatical and stylistic issues, as well as on textual analysis. Prerequisite: SPA 307 or Chairperson's approval. **3 credits**

SPA 421 HISPANIC THEATRE

This course offers a study of a varied selection of Hispanic plays from the Middle Ages to the present day. The focus of this study is placed in the historical and cultural context of the texts and their performances. Students will be introduced to the theoretical and analytical aspects of theatre, as well as performance. Prerequisite: SPA 307 or Chairperson's approval. **3 credits**

SPA 424 CULTURE AND MEDICINE IN LATIN AMERICA

This is the highest level course for the Spanish in the Health Professions minor. In it, students will analyze historical and contemporary medical discoveries, study health system regulations and ethics, discuss traditional medical techniques and concepts of medical care, and examine popular beliefs applied to medicine in Hispanic societies. The course will be conducted solely in Spanish, as it will enable students to acquire greater linguistic proficiency and cultural competence in the medical context through classroom discussions and reading comprehension exercises. Language learning in this course will focus on practicing more advanced communication skills, using medical vocabulary with accuracy and reviewing intermediate to advanced grammatical structures. Prerequisite: SPA 324 or Chairperson's approval. **3 credits**

SPA 425 HISPANIC WOMEN WRITERS

(formerly SPA 256)

This course explores the literary works of a wide variety of

Hispanic women writers from the seventeenth century to the present. Throughout the history of Hispanic literature, women writers have been creating spaces of power in their texts in a very original way. The course will study these spaces in relation to gender, class and race representation in different political and historical periods. Readings will include different genres: poetry, novels, short stories, dramas and essays. Prerequisite: SPA 307 or Chairperson's approval. **3 credits**

SPA 427 THE HISPANIC WORLD THROUGH FILM

(also COM 427)

This course provides an introduction to the cinema of Latin America and Spain. Its main focus is the exploration of the Hispanic culture, history, society and political issues as represented in different films from Mexico, Cuba, Argentina, Spain, among other Hispanic countries. This course includes selected readings on film theory and representation of gender, race and class, as well as on Latin American and Spanish history and culture. Prerequisite: SPA 307 or Chairperson's approval. **3 credits**

SPA 461, 462 LANGUAGE INTERNSHIP I, II

(formerly SPA 261)

This course offers students the opportunity to put into practice and to further develop their Spanish language skills and cultural competence while being involved in selected professional, cultural and/or business organizations in the community. The course provides supervised fieldwork of 100 hours and at least four regular meeting with the faculty sponsor. Prerequisite: Chairperson's approval. **3, 3 credits**

SPA 470 INDEPENDENT STUDY

(formerly SPA 291, 471)

Independent study is offered in a selected area of interest with Chairperson approval. The student works under the guidance of a faculty member, who must consent to sponsor student prior to approval by the Chairperson. **3 credits**

SPA 490 RESEARCH IN HISPANIC LANGUAGES AND CULTURES - SEMINAR I

This course provides students with the research tools and methodology in qualitative analysis, historical analysis and textual-based methodologies to conduct a research project. Students will choose a topic in the field of Latin American and Spanish literature, history and culture, or language, and will begin the research process. The project will be completed in SPA 491. Limited to senior Spanish majors. Prerequisite: Chairperson's Approval. (Offered Fall) **1 credit**

SPA 491 HISPANIC LANGUAGES AND CULTURES - SEMINAR II

(formerly Spanish Seminar; formerly SPA 281)

Writing-Intensive Course

This is a capstone course that serves as a culmination of the students' experiences in the study of the Spanish language and Hispanic cultures and literatures. Students will continue and complete the research project they started in SPA 490. The research paper has to be reflective of the methodology, documentation and organization discussed in this and in the previous course. Students are required to participate in weekly

Speech-Language Pathology/Audiology Courses

SLP SPEECH-LANGUAGE PATHOLOGY/AUDIOLOGY

Refer to by subject under SLP courses.

St. Thomas Aquinas Courses

STA 090 FRESHMEN SUCCESS GROUP SEMINAR I

This course provides extensive support and guidance to students admitted to The St. Thomas Aquinas Program (STAP) during their first year of college. Students will gain an overview on course registration, individual degree progress, campus support services and how to identify and work through transitional issues. Topics may vary, but often focus on study skills, time management, test anxiety, major exploration, study strategies, personality assessment, class preparedness and stress relief. Class is open only to freshmen students enrolled in The St. Thomas Aquinas Program. Pass/Fail. (Zero credit hours equivalent.) **0 credit**

STA 091 FRESHMEN SUCCESS GROUP SEMINAR II

This course is a continuation of STA 090 (Freshmen Success Group Seminar I). Students enrolled in this course will continue to receive extensive support and guidance through the St. Thomas Aquinas Program. Topics may vary but often include career and major exploration, personal degree progression planning, resume building, financial aid and scholarships, and an in-depth view of campus services and opportunities. All Freshmen enrolled in the St. Thomas Aquinas Program must successfully complete this course. This course is only open to students enrolled in The St. Thomas Aquinas Program. Pass/Fail. (Zero credit hours equivalent.) **0 credit**

SWK - Social Work Courses

SWK 240 INTRODUCTION TO THE PROFESSION OF SOCIAL WORK

(formerly Introduction to Careers in Social Work)

An overview of the profession of social work designed for students entering the Social Work program and those students considering social work as a career. The value foundation of the profession will be emphasized and its application to the

knowledge base, ethical code and fields of practice explored. Students will have an opportunity to discuss the profession with Social Workers involved in practice. (Offered Fall, Spring)

1 credit

SWK 241 ISSUES IN SOCIAL WELFARE I: HISTORY AND IDEOLOGY

(formerly Introduction to Social Work and Social Welfare; Social Welfare Policy I)

Writing-Intensive Course

This course is the first component of a two-part policy sequence. It covers the very early history of social policy and its roots in English poor law to the present. The purpose of this course is to set forth a historical context in which the value base of the profession and its ethical system will be investigated via use of critical examination of current political and economic issues that impact communities and individuals. Students will critically examine forms and mechanisms of oppression as well as strategies of advocacy and social change. The goal is to have students learn and apply techniques to analyze and influence social welfare issues, as well as to develop an understanding of the ways that social welfare policy can be used to challenge oppression and enhance social justice. (Offered Fall) **3 credits**

SWK 250 DIVERSITY: OPPRESSION, PRIVILEGE AND SOCIAL JUSTICE

(formerly Diversity: Perceptions and Practice)

This course is designed to engage students in a process of self-awareness relevant to generalist practice with diverse populations, and to promote understanding, affirmation and respect for people from diverse backgrounds. The content emphasizes the dynamic and complex nature of diversity and personal identity. The impact of oppression on specific populations will also be examined. Students will learn how to use this perspective in assessing, planning, intervening and evaluating practice with clients. **3 credits**

SWK 260 TECHNOLOGY AND SOCIAL WORK

The course introduces students to fundamental concepts of information technology with an emphasis on the role of technology in contemporary social work practice. Using the NASW/ASWB *Standards for Technology and Social Work Practice* as a framework, the course will provide students with an opportunity to explore the potential benefits related to the use of technology in social work practice settings. Students will also gain extensive hands-on experience using word processing, spreadsheet and presentation software. **1 credit**

SWK 261 WRITING FOR THE PROFESSIONS

The overall objective of this course is to help develop academic and professional writing skills utilizing the reference style of the American Psychological Association. The course will also address the importance of documentation and record keeping processes in social work practice. Students will have the opportunity to enhance their writing skills which will be utilized for various types of writing assignments in their BSW curriculum including; research papers, reaction papers and narratives related to client systems. Students will also learn how to think critically and synthesize information from multiple sources. **1 credit**

SWK 342 ISSUES IN SOCIAL WELFARE II: ANALYSIS AND ADVOCACY FOR SOCIAL POLICY

(formerly SWK 242; formerly Social Policy; Social Welfare Policy II)

This course is the second component of a two-part policy sequence. Therefore, the course will extend the focus of Social Welfare Policy I by refining the analytic skills needed to critically think about and analyze social policy, with a particular focus on specific social welfare issues or populations. The course will explore shifts in policy design and ideological perspective through a closer examination of history, ethics and mechanisms of oppression, as well as the pathways to social, economic and political justice relevant to specific populations. Recognition of the special needs of diverse populations will enable more refined analysis of the complexities of applying policy to diverse groups. The goals will be for students to develop an intermediate-level expertise about a particular client system, community, social agency or government program and use this knowledge to identify ways to promote social change for this population, as well as to identify the social welfare principles that can be generalized to other populations and issues. Prerequisite: SWK 241. (Offered Spring) **3 credits**

SWK 343 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

(formerly SWK 243 Human Behavior I)

This is the first of a two-semester course sequence. The course presents content from the behavioral sciences and related professional literature regarding those theoretical constructs and insights most relevant to Social Work practice. Emphasis is placed on the multiple dimensions of the person and the environment. Human behavior is viewed and analyzed from a biological, psychological, social and spiritual perspective. The influences of the social environment are examined as client systems participate in families, small groups, communities and formal organizations. (Offered Fall) **3 credits**

SWK 344 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

(formerly SWK 244 Human Behavior II)

Writing-Intensive Course

This course is a continuation of Human Behavior in the Social Environment I. Emphasis is on the developmental life course from conception through late adulthood. The course seeks to inform and sensitize students to the complex interchange between persons and their environment, which both facilitate and inhibit human development. The life course perspective recognizes the significance of gender, race, ethnicity and social class diversity as determinates of human behavior. General patterns of person and environment are viewed through the unique stories of individual case studies. Prerequisite: SWK 343. (Offered Spring) **3 credits**

SWK 347 SPIRITUALITY AND PROFESSIONAL PRACTICE IN THE HELPING PROFESSIONS

(formerly Spirituality and Social Work Practice)

The spiritual dimension of social work practice is examined as it relates to professional relationships with clients, patients, students, families, groups, co-workers and society. The focus of this course is to provide both an intellectual and experiential learning context for deepening the professional practitioner's understanding of the significance of spirituality. The course

will explore two overarching and interrelated dynamics by examining spirituality: (1) within the context of individual development as a search for purpose, meaning, and connection to oneself, other people, the universe and ultimate reality, and (2) examining it in its broader context to activism that seeks to create a more just and equitable society, honoring human rights and utilizing compassion as a source for social change. (Offered Fall, Spring) **3 credits**

SWK 348 WORKING WITH VICTIMS OF RAPE, INCEST AND SEXUAL ASSAULT

This two-day professional training, from a systems and interdisciplinary perspective, will focus on topics of: violence against women, police investigation, court procedures, physical traumas, incest and child sexual assault, working with adult victims of childhood sexual abuse, male sexual abuse and crisis counseling adult victims of rape and their significant others. Emphasis will be on the development of an interdisciplinary, systems approach with crime victims and their families, and conceptualization of trauma theory and intervention. (Offered Spring) **1 credit**

SWK 350 PROFESSIONAL ENCOUNTER: WHEN THE PERSON MEETS THE PROFESSION

This four-credit course serves as an experiential introduction to generalist social work practice. It consists of a five-hour weekly on-site field education experience designed to expose social work students to the profession's values and practice issues in the public and private social service arenas. The combination of on-site faculty instruction and field education creates an innovative learning environment that promotes the acquisition and cultivation of self-awareness and professional skills. Using the framework of the six core values of service, social justice, dignity and worth of a person, importance of human relationships, integrity and competence, students will experience the integration of theory and practice across the micro, mezzo, and macro practice levels. Prerequisites: Must be concurrently enrolled in at least one Social Work course. **4 credits**

SWK 351 GENERALIST SOCIAL WORK PRACTICE I

(formerly SWK 251)

This first course in the three-component generalist social work practice sequence introduces students to social work services and the social agency as the arena for practice. The focus of this course is on Social Work theories, practice principles and skills essential to the helping relationship. Particular emphasis is placed on values, ethics, assessment, planning, interviewing skills, relationship building, case documentation and evaluation. The dynamics and skills of effective communication associated with client systems and human diversity are stressed. Attention is given to ethnic, racial, gender and age differences. This course is required prior to field practice. (Social Work majors only) (Offered Spring) **3 credits**

SWK 352 HIV AND AIDS

This course focuses on the impact of HIV and AIDs upon individuals, families and communities. Knowledge from social sciences, medicine and the practice community will frame strategies for intervention with vulnerable populations. **1 credit**

SWK 353 SUBSTANCE ABUSE

This course will focus on the identification and assessment of the potential for substance abuse across the lifespan. Information will be presented regarding classifications of drugs and implications for treatment and recovery. **1 credit**

SWK 355 SOCIAL ISSUES IN FILM

This class will focus on understanding social issues and vulnerable populations through feature films and documentaries. Each class will be dedicated to watching a film and analyzing social injustices and/or social dysfunction. Focus will be on social problems such as racism, depression, substance abuse, mental illness, sexism, child welfare, etc. Individual, family, cultural and societal implications will be discussed with emphasis on the development of critical thinking and openness to multiple perspectives. **3 credits**

SWK 356 CHILDREN WITH SPECIAL NEEDS

Children with learning challenges and disabilities need more than individual therapy to succeed, and they are not the only ones who face difficulties because of their special needs. Families require support to understand their children, deal with their own feelings about having a child with special needs, find appropriate services and resources, and navigate the special education system. This course will provide an overview of disabilities and disorders in children, their impact on social and emotional functioning, and will explore insights and strategies for working with children and families through a systems approach to intervention. **1 credit**

SWK 357 HUMAN SERVICES IN HEALTH CARE

This course is designed to prepare students for the full range of human service skills needed to be effective practitioners in a health care setting. Course content will focus on: working with populations who are experiencing acute or chronic health problems; working with different ethnic and minority groups, and especially vulnerable people including the poor, the elderly and those with disabilities; working in a fast paced environment of crisis and time constraints; the tools needed to function in complex health care systems; and consideration of the principles and skills of interdisciplinary practice. Given the ongoing changes in health care delivery since the inception of the Affordable Care Act, attention will be paid to the opportunities, as well as the threats posed by these health care changes, and the adaptation of skills needed to respond to this changing environment. **1 credit**

SWK 360 SOCIAL WORK PRACTICE IN RESEARCH

Writing-Intensive Course

This course introduces students to qualitative and quantitative social work research methods by providing an understanding and appreciation of the scientific, analytical and ethical approach to building knowledge for practice. The course prepares students to develop, use and effectively communicate empirically based knowledge, including evidence-based interventions. Emphasis will be placed on how research knowledge is used to provide high-quality services; to initiate change; to improve practice, policy and social service delivery; and to evaluate one's own practice. **3 credits**

SWK 371 SOCIAL ENTREPRENEURSHIP ENCOUNTER

(also BUS 371)

An experiential course in social entrepreneurship. Students will explore the concept of social entrepreneurship, including models of corporate social responsibility and grass roots ventures developed to meet community needs. Students will shadow social entrepreneurs and work together in teams to develop strategic business plans for their own ventures. Proposals will be presented to the class. Prerequisite: ACC 150, BUS 101, BUS 390, SWK 250. Co-requisite: SWK 453. **2 credits**

SWK 452 GENERALIST SOCIAL WORK PRACTICE II

(formerly SWK 254 Practice II)

This second course in the generalist social work practice sequence serves as a continuation of SWK 351 with increased emphasis on the helping process at the mezzo level of practice, focusing on work with small groups, families, and evidenced-based practice evaluation. Social work with small groups will focus on planning, developmental stages, roles and basic intervention skills. Family social work will focus on families from diverse backgrounds, dealing with multiple issues, and utilize genogram, assessment, engagement and basic intervention skills. Students will be helped to integrate new learning through discussion, role-play, presentations, videos and class participation in conjunction with concurrent fieldwork experiences. Prerequisite: SWK 351. Corequisites: SWK 460. (Social Work majors only) (Offered Fall) **3 credits**

SWK 453 GENERALIST SOCIAL WORK PRACTICE III

(formerly SWK 255 Practice III)

This third course of the generalist practice sequence focuses on macro perspectives of generalist social work practice. Students will develop and understanding of the internal and external factors that influence the provision of social work services within multiple settings. With a focus on facilitating service delivery at the agency, organizational and community levels, this course considers the various professional social work roles and such as program developer, administrator, community organizer and advocate. Students will continue the integration of theory into practice through a range of macro practice assignments. Students will have opportunities to utilize experiences from their field education sites to enhance the course's learning outcomes. Prerequisite for Social Work Majors: SWK 452. Corequisite: SWK 461. (Offered Spring) **3 credits**

SWK 460 FIELD INSTRUCTION IN SOCIAL WORK I

formerly SWK 253)

This weekly seminar course is taken in conjunction with a 420-hour field education practicum. Field education hours are completed during the fall, intersession and spring semesters. Field education requires students to practice under MSW-level supervision. The internship and seminar course allows students to acquire various competencies in social work practice and apply conceptual and theoretical knowledge to practice. This field practicum is a culminating experience of students' ability to demonstrate competency through internship in a social agency under MSW supervision to acquire skills in social work practice and to test in a field setting the principles and theories learned in the classroom. Students spend a minimum of fourteen hours per week in an agency; a 420-hour field

experience is required for all Social Work majors. The Council on Social Work Education (CSWE) has developed 10 competency areas that are essential for student to demonstrate; in addition CSWE has identified the 41 practice behaviors that are the means of measuring competence in these areas. This practicum addresses the development of the core competencies of social work practice within the field setting. Significant emphasis is placed on the professional roles and boundaries of social work; ethical reasoning; critical thinking; focus on human rights and social justice; the importance of difference in providing services to clients; the policy and other external context of services; the application of evidence-based practice, the demonstration of effective oral and written communication in working with client systems; understanding and utilizing conceptual frameworks to guide the processes of assessment, intervention and evaluation; and the function of social workers in the engagement, planning, intervention and evaluation phases of planned change. The field experience is supplemented by a weekly seminar. Field assignments are scheduled to include fall, intersession and spring for all enrollees. Evening students are required to spend four-day hours per week in the agency. Prerequisite: SWK 351. Corequisite: SWK 452, SWK 464 and SWK 465. (Social Work majors only) (Offered Fall, Intersession, Spring) **6 credits**

SWK 461 FIELD INSTRUCTION IN SOCIAL WORK II

(formerly SWK 254)

Continuation of SWK 460. Prerequisite: SWK 452, 460. Corequisite: SWK 453 and SWK 465. (Social Work majors only) (Offered Spring) **6 credits**

SWK 464 CAPSTONE COURSE I

Writing-Intensive Course

The first semester of the Capstone Course is taken in the fall semester of the senior year of the baccalaureate social work program. Students are asked to reflect upon and evaluate their capacity to integrate social work values, knowledge and practice skills in the performance of their professional roles. The course will facilitate the construction of a practice evaluation research project based on a single system design that demonstrates the growth and development of the student as a baccalaureate-level social work professional. Prerequisites: MAT 115 and SWK 360. Corequisites: SWK 452 and SWK 460. (Social Work majors only) **2 credits**

SWK 465 CAPSTONE COURSE II

The second semester of the Capstone Course is taken in the spring semester of the senior year of the baccalaureate social work program, and is a continuation of the previous semester's work. Completion of the construction of a practice evaluation research project based on a single system design will culminate in a Poster Presentation, held in the later part of the spring semester. This presentation will provide students with the opportunity to: (1) display the results of their practice evaluation research project, and (2) demonstrate competency in all social work curriculum content areas. Students will submit a written summary of their evaluation results. Co-requisites: Students must take the second Capstone Course concurrently with SWK 453 and SWK 461. (Social Work majors only) **2 credits**

SWK 470 INDEPENDENT STUDY

(formerly SWK 291)

Research project or paper in a selected area of Social Work. Prerequisite: "B" average and approval of Chairperson. (Offered upon request) **1-3 credits**

Theatre Arts Courses

THA 100 ACTING I: SCRIPT ANALYSIS

(formerly COM 221; formerly Acting I)

An introduction to the fundamentals of acting focusing on generating specific and truthful storytelling. The course enables the actor to approach a script with confidence, engage text analysis tools, employ research materials and successfully apply those skills to enlivened scene work. Two key texts from Modern American Realism will be explored for playable actions through student participation in a studio format. Corequisites: THA 105, THA 124. (Offered Fall) **3 credits**

THA 105 THEATRE ARTS STUDIO I

This is the first course in an eight semester sequence. It is the introduction to multi-discipline conservatory training. Each course builds on the skills developed in the previous semester and incrementally introduces and refines musical theatre performance techniques. Instruction is based on participation in a studio format, which includes coursework in acting singing and dancing, augmented by study in script analysis, movement and private voice lessons. This first course will focus on developing a strong foundation of the fundamental techniques essential for the musical theatre performer. Corequisites: THA 100, THA 124. (Offered Fall) Studio fee -\$3,000.00. **3 credits**

THA 110 THEATRE ARTS STUDIO II

This is the second course in the eight semester multi-discipline conservatory training sequence. It builds upon and develops the skills introduced in THA 105. Prerequisites: THA 100, THA 105, THA 124. Corequisites: PED 147, THA 215. (Offered Spring) Studio Fee: \$3,000.00. **3 credits**

THA 124 VOICE AND SPEECH FOR ACTING

(formerly COM 125; formerly Voice and Diction for Acting)

An introduction to foundational techniques of voice and speech production for actors. Topics covered in voice production will include alignment, relaxation, breath support and supply, phonation, resonance, and range. Students will also be introduced to the International Phonetic Alphabet (IPA), and practice skills of articulation to achieve maximum intelligibility in performance. Corequisites: THA 100, THA 105. (Offered Fall) **3 credits**

THA 200 ACTING II: STORY THEATRE PROJECT

(formerly COM 221; formerly Acting II)

This course is a continuation of the skills developed in THA 100 Acting I and THA 124 Voice and Speech Acting. In this course, students will learn the fundamentals of creating an ensemble production from extant literary texts, through the exploration of imaginative voice and body work to create atmosphere, set, character, and story. The course will culminate in a presentation of a workshop ensemble theatre piece. Students will undertake

lessons and exercises in storytelling and character work, using the voice and body, imagination, and ensemble techniques. Lessons and exercises will be drawn from the Michael Chekhov technique, devised theatre techniques, pantomime techniques, and story theatre techniques. Prerequisites: PED 147, THA 110, THA 215. Corequisites: PED 149, THA 205. (Offered Fall) **3 credits**

THA 205 THEATRE ARTS STUDIO III

This is the third course in the eight semester multi-discipline conservatory training sequence. It continues to develop and refine the skills explored in THA 105 and THA 110, and adds coursework in Vocal Performance techniques. Prerequisites: PED 147, THA 110, THA 215. Corequisite: PED 149, THA 200. (Offered Fall) Studio Fees - \$3,000.00. **4 credits**

THA 210 THEATRE ARTS STUDIO IV

This is the fourth course in the eight semester multi-discipline conservatory training sequence. It continues to develop and refine the skills explored in THA 205, and adds coursework in Musical Scene Study techniques. Prerequisites: PED 149, THA 200, THA 205. Corequisite: THA 250. (Offered Spring) Studio Fee-\$3,000.00. **4 credits**

THA 215 HISTORY OF MUSICAL THEATRE

This course will explore the origins and development of Musical Theatre, from its inception to the current repertoire. The development of musicals will be examined from various lenses: historical, social, political, aesthetic. Staging and musical innovations will be explored. Prerequisites: THA 100, THA 105, THA 124. Corequisites: THA 110, PED 147. (Offered Spring) **3 credits**

THA 230 STAGECRAFT I

(formerly COM 250)

An introduction to the elements of stage and scenic design. Through group and individual assignments, the course will prepare students to work in the areas of lighting design, sound design, reinforcement and recording, set and prop construction, scenic painting, stage management, as well as theatrical design and concept development. Two-point perspective, basic drawing skills, rendering, power and hand tools and sound and light board operation are some of the core skills presented with an emphasis on creativity, problem solving, communication and safety. **3 credits**

THA 250 COMPOSER PROJECT

The purpose of this course is to enable the actor to sustain and further develop the skills acquired in Vocal Performance and employ them in a rehearsal and public performance setting. The focus of the course will be on the application of breaking songs into beats, finding actions, creating a specific scene partner relationship, appropriate vocal technique, employing physicality, and text analysis/research to illuminate comprehension of a lyric and the overall journey of the song. Material from the canon of a successful musical theatre composer will be chosen and songs will be studied in classroom, rehearsed and performed. Prerequisites: PED 149, THA 200, THA 205. Corequisite: THA 210. (Offered Spring) **3 credits**

THA 300 ENSEMBLE: POP ROCK

(formerly Ensemble)

This course explores the genera of pop-rock music as it relates to theatre performance. The focus of the course is on incorporating and refining vocal, acting and movement techniques from the previous course work, culminating in a public performance. Prerequisites: THA 305, THA 320, THA 351. Corequisites: THA 310, THA 324. (Offered Spring) **3 credits**

THA 305 THEATRE ARTS STUDIO V

This is the fifth course in the eight semester multi-discipline conservatory training sequence. It continues to develop and refine the skills explored in THA 210 and adds introductory coursework in audition techniques. Prerequisites: THA 210, THA 250. Corequisites: THA 320, THA 351. (Offered Fall) Studio Fee-\$3,000.00. **4 credits**

THA 310 THEATRE ARTS STUDIO VI

This is the sixth course in the eight semester multi-discipline conservatory training sequence. It continues to develop and refine the skills explored in THA 305. Prerequisites: THA 305, THA 320, THA 351. Corequisites: THA 300, THA 324. (Offered Spring) Studio Fee- \$3,000.00. **4 credits**

THA 320 ACTING IN SHAKESPEARE

The course will focus on the practical and analytical methodologies required to successfully perform the plays of Shakespeare and his contemporaries. The students will begin with sonnets, work on the common scene and then individual scenes chosen for them by the instructor. **3 credits**

THA 324 VOICE AND SPEECH FOR ACTING II

Expands upon the skills taught in THA 124 Voice and Speech for Acting, applying them to increasingly challenging dramatic texts. The course prepares the actor for advanced engagement with the skills of voice production, speech, heightened language, and dialect. Prerequisites: THA 305, THA 320, THA 351. Corequisites: THA 300, THA 310. (Offered Spring) **3 credits**

THA 335 PLAYWRITING AND DRAMATIC STRUCTURE

(formerly COM 335)

An introduction to the craft of playwriting. The course will study the theatre as a storytelling medium and will involve both the analysis of plays and the development of writing skills. Students will be required to complete a series of exercises culminating in the writing of a one-act play. Prerequisite: THA 210. (Offered Fall) **3 credits**

THA 341 HISTORY OF THEATRE

(also ENG 341; formerly COM 241; COM 341; ENG 241)

The origin and development of the theatre from the Greeks to the present; the evolution of various types of plays, changing theatrical styles, physical aspects of the theatre in relation to the cultural setting. **3 credits**

THA 342 DIRECTING

The purpose of this course is to explore fundamental principles of directing. Students will study and practice techniques for

visual story-telling and learn basic principles of staging towards an understanding of how to utilize a stage ground plan and move actors through space. Elements of script analysis will be explored, as well as the relationship between actor and director. The class will consist of staging exercises and will culminate in the direction of a 10-minute play. Prerequisite: THA 210. (Offered Spring) **3 credits**

THA 350 CREATIVE DRAMA FOR THEATRE

The purpose of this course is to expose the student to the creation, rehearsal process and production of a devised musical theatre piece. The focus will be on integrating and applying acting, singing and dancing techniques to the creation of theatrical stories, music and dramatic structure. The course culminates in a public performance. Prerequisites: THA 300, THA 310, THA 324. Corequisite: THA 405. (Offered Fall) **3 credits**

THA 351 SONG AND DANCE PROJECT

This course occurs in the second half of the semester. Students prepare and perform a Song & Dance Project. This unit focuses applying the basic techniques of Jazz, Modern, Ballet and Tap, together with acting and singing techniques, to create a "Song and Dance" presentation. Exercises will be used to demonstrate the application of basic acting, dance and vocal technique, the application of alignment/posture/placement, care of the body, strength, flexibility, expression of movement, stamina, musicality and style. **3 credits**

THA 399 PRODUCTION

Participation in department productions as assigned: in performance or as crew. **1-3 credits**

THA 400 THEATRE PRODUCTION MAINSTAGE

(formerly COM 337; formerly Theatre Production)

The purpose of this capstone course is to synthesize and refine the artists' application of acting, singing and dancing techniques by participating in a full production of a musical. Prerequisites: THA 305, THA 320, THA 351. (Offered Fall, Spring) **3 credits**

THA 405 THEATRE ARTS STUDIO VII

This is the seventh course in the eight semester multi-discipline conservatory training sequence. It continues to develop and refine the skills explored in THA 310 and concentrates on integrating and synthesizing all previously explored techniques to develop a comprehensive approach to musical theatre performance. Prerequisites: THA 300, THA 310, THA 324. Corequisite: THA 350. (Offered Fall) Studio Fee-\$3,000.00. **4 credits**

THA 410 THEATRE ARTS STUDIO VIII

This is the final course in the eight semester multi-discipline conservatory training sequence. It continues to develop and refine the skills explored in THA 405. In support of THA 415 Practicum, it adds the exploration of audition monologues and audition side work. The private vocal lesson is replaced with a private vocal coaching. Prerequisites: THA 350, THA 400, THA 405. Corequisite: THA 415 (Offered Spring) Studio Fee-\$3,000.00. **4 credits**

THA 415 PRACTICUM

(formerly *Business of Musical Theatre*)

This course explores developing and individualized marketing plan, the preparation of appropriate audition material, business protocols and master classes with active New York City casting directors. Prerequisites: THA 350, THA 400, THA 405. Corequisite: THA 410. (Offered Spring) **3 credits**

THA 465 THEATRE INTERNSHIP

(formerly *COM 465*)

An opportunity for semester or summer involvement in professional theatre. Students will be supervised by department faculty and by designated professionals in the field. Students are required to complete 120 hours at their internship site and will attend a weekly scheduled meetings with their supervising professor. (Offered Spring) **3 credits**

THA 470 INDEPENDENT STUDY

Specialized, self-directed study or project of a topic not available within the scheduled courses under the direction of a faculty member. Must be approved by departmental chairperson. **3 credits**

Theology and Religious Studies Courses

ETH ETHICS

Refer to by subject under Ethics courses.

TRS 100 THE BIBLE

(formerly *THE 100*)

A study of the Bible, focusing on selected major texts and themes in both the Hebrew scriptures (or Old Testament) and the Christian New Testament. Attention is also given to how the Bible was written, formed and transmitted and how it has been interpreted and applied. **3 credits**

TRS 101 MAJOR RELIGIOUS VOICES

(formerly *THE 101*; formerly *Major Religious Writings*)

What beliefs emerge from the scriptures of the world's religions? This course is a careful study of several short but significant religious texts from places and times very different from our own. A "journey" to visit and appreciate these diverse texts involves learning *how* to study them as a key to understanding their messages. **3 credits**

TRS 104 WHAT IS RELIGION?

(formerly *THE 104*; formerly *Religion and Modern Culture*)

An introductory study of the nature of religious experience and of the interaction between religion and modern culture, including areas of influence and conflict such as relativism, pluralism, political ideologies, nature, science and technology. **3 credits**

TRS 130 JESUS IN MUSIC

This course examines several accounts of Jesus' last week, in both words and music, and considers their significance. Building on a study of historical knowledge and gospel accounts, the course focuses on hearing and viewing, and on studying and comparing, audio and video portraits of Jesus in various kinds of music, including classical and contemporary, and sacred and secular forms. Among other works, primary attention is given to two historically significant yet very different portraits of Jesus: the classic work of baroque sacred music, *St. Matthew Passion* (1727), by J. S. Bach, and the modern rock opera, *Jesus Christ Superstar* (1971), by Andrew Lloyd Webber and Tim Rice. The course may be appreciated by those who enjoy music, but does not require any specialized musical knowledge. **3 credits**

TRS 131 LATINO/A THEOLOGY AND POPULAR RELIGION IN THE UNITED STATES

This course will introduce students to the theological perspective that has been developing in the Latino/a community in the United States, and will include examination of the religious, social and cultural development of this community on Long Island. Through a combination of Latino/a theological readings, lectures, student research and discussions, the class will learn how to understand and interpret the popular religious and devotional practices of this community. Among topics given attention will be marginality, *mestizaje* (racial and ethnic integration), migration, the role of the Latino/a community in the American Catholic Church and the mutual effects of this community and the surrounding American community on each other. **3 credits**

TRS 132 FROM TERROR TO TOLERANCE

In 1500, religious differences in the Christian West were suppressed, those who disagreed with official beliefs were viewed as threats, and those judged to be heretics were executed. By contrast, today and throughout Western societies, religious differences are generally tolerated and legally protected, not only among Christians, but among all religions, and many celebrate the peaceful coexistence of diverse religious communities in their own countries. The five centuries between these two scenes tell a story of a profound change, which those in Western societies largely view favorably. This course makes two broad inquiries: What were the key factors that caused this enormous transformation in how religions and religious differences are viewed and treated in Western societies? And what have been, and what are today, the challenging consequences of, and responses to, this change, including the growing secularization of society, the privatization of religion, divergent responses to this change within Western societies, and collisions with external cultures and religions that have not gone through this change? **3 credits**

TRS 134 THE HOLOCAUST

This course examines the political and cultural forces through the centuries contributing to anti-Semitism, the social, historical and theological context following World War I, and the rise of Hitler and Nazism, which led to genocide and the Holocaust. The course will also examine religious prejudices and their effect on civilization. Some consideration will also be given to the consequences of World War II. **3 credits**

TRS 140 RELIGION AND MEDIA

This course introduces students to the burgeoning field of research in religion and media. It considers various negotiations by religious communities with media such as television, film and the internet. It also considers the role of mediation more broadly within religious contexts. **3 credits**

TRS 142 RELIGIOUS DIVERSITY AND ITS CHALLENGES

The existence of many religions in the world and in American society creates both questions and opportunities. The course starts by examining contemporary discussion among three Christian theological views – that only Christianity is true; that religions can be ranked in terms of their truth with Christianity first; and that all religions are true. It expands to consider related dimensions of inquiry – such as philosophical, social scientific, moral and political dimensions – and various actual and possible relationships among religions – such as isolation and domination, conflict and toleration, competition and dialogue. The goal is to explore how scholars and the public, how people of Christian and non-Christian faith and the ‘nones’ of no particular faith, are addressing the challenging yet inescapable reality of religious diversity today. **3 credits**

TRS 145 RELIGIONS OF JAPAN

This course presents an introductory survey of religions of Japan in their historical development and contemporary expression. Particular attention will be given to the dynamic relation between religion and Japanese culture throughout the major phases of Japan’s history, and the manner in which Japanese religions/cultural forms have been notably present in the contemporary context of cultural globalization. The course is recommended for students who will participate in the Molloy College International Education Study Abroad trip to Japan, although enrollment in the Study Abroad trip is not a prerequisite for the class. **3 credits**

TRS 183 RELIGION AND THE SACRED

(formerly THE 283: Phenomenology of Religion)

This course is an introduction to the study of religion on the basis of modern academic methods, and to selected major questions, discoveries, issues, theories, and figures in this field. Topics include the nature and dimensions, the functions and consequences, of religion for individuals, groups, cultures and nations. The course also explores how work in religious studies has influenced, and been influenced by, a variety of theories, including Christian and atheistic perspectives, regarding the significance of religion and its relationship to claims about the sacred. **3 credits**

TRS 220H (HONORS) WORLD RELIGIONS, GLOBAL CITIZENS: CONTEMPORARY PERSPECTIVES

A study of central themes in several of the world’s major religions, focusing on perceptions of the sacred, the nature of reality, and understandings of the human person, society and the natural environment. The course approaches perennial questions of human religious experience in light of the contemporary context of cultural globalization. Encountering the life stories and thought of contemporary religious figures who express not only the human search for meaning, but also compelling perspectives on cultural diversity, our shared

humanity, reverence for life and the search for the common good, the course considers the contribution of world religions to the evolving meaning of the term, ‘global citizens.’ Honors students only. **3 credits**

TRS 221 THE NEW TESTAMENT

(formerly THE 221)

This course is a contemporary critical investigation of the message and the meaning of the New Testament, of its origin and of the historical situation in which it was written. The books of the New Testament are studied individually and collectively, and important scriptural terms, ideas and themes are examined. **3 credits**

TRS 227 THE GOD QUESTION

(formerly THE 227, THE 325)

Writing-Intensive Course

The question “Does God exist?” is only one of the many questions currently raised in western societies about the sacred. With many differing beliefs in the world about what is divine – and many reasons to doubt that *anything* is sacred – there is much at stake in “the God question,” whatever form it takes. The course explores some of the reasons that have been offered for and against various conceptions of what is sacred, divine or ultimate. It examines ways in which traditional Christian beliefs have been reinterpreted to be more meaningful in our scientific and pluralistic age. Students are encouraged to engage the debates sparked by some famous thinkers to better understand our shared reality. Prerequisites: ENG 110 and Sophomore standing. **3 credits**

TRS 230 THE MEANING OF JESUS

(formerly THE 230; THE 330; formerly THE 231; formerly Christian Interpretations of Jesus)

A study of historical questions and faith interpretations of Jesus the Christ as seen in the Gospels, traditional doctrinal formulations and contemporary interpretations. Prerequisites: ENG 110 and Sophomore standing. **3 credits**

TRS 241 RELIGION IN AMERICA

(formerly THE 241 Religion and the American Tradition)

A study of religion in the history and/or contemporary life of the United States. Topics may include the character of American Christianity, the role of religion in political life, religious diversity in America and the effects of religion and culture on each other. **3 credits**

TRS 242 GENDER AND RELIGION

(formerly THE 242; formerly Women and Religion; Women and Christianity)

A study of the attitudes of religions toward gender throughout history, with emphasis on the Judeo-Christian tradition. It will include a discussion of the feminist tradition and critique of these attitudes. **3 credits**

TRS 252 CONTEMPORARY CATHOLICISM

(formerly THE 252)

The study of contemporary Catholicism, focusing on developments in Catholic doctrine and practice since Vatican

Council II. Emphasis will be given to formal Church teaching, an understanding of the sacraments, and the nature and mission of the Church. **3 credits**

TRS 254 PROTESTANTISM

(formerly THE 254)

A survey of Protestant Christianity, with attention to its origins, causes and consequences, and primary denominational forms, its influence on Western and particularly American society, its relationship to Catholicism and its contemporary challenges. **3 credits**

TRS 260 JUDAISM, CHRISTIANITY, ISLAM

(formerly THE 260 Religions of the West)

This course concentrates on the three major monotheistic religious traditions of Judaism, Christianity and Islam. The origins, beliefs, scriptures, social life, and contemporary challenges of each are explored, with attention to their relationships to each other, and their areas of commonality and difference. **3 credits**

TRS 263 JUDAISM

(formerly THE 263)

The history, sacred literature, doctrine and ethical teaching of Judaism, including an examination of contemporary Jewish life and thought. This course is in memory of Rabbi George B. Lieberman. **3 credits**

TRS 265 ISLAM

(formerly THE 265)

An introduction to the origins, scriptures, beliefs, and historical development of Islam. Particular attention may be given to the characteristics of contemporary Muslim-majority societies and their complex relationship to modern Western culture. **3 credits**

TRS 273 THE CHURCH IN HISTORY AND CULTURE

(formerly THE 273; formerly The Developing Church)

Information Literacy Course

A study of the history of the Christian church, its beliefs, institutions, and diverse branches and their interaction with surrounding cultures over the centuries. Particular attention is given to the modern era, including the past and future challenges of modernity, such as industrialization, democracy and cultural diversity. **3 credits**

TRS 274 SYMBOL AND RITUAL

(formerly THE 340; formerly Religious Ritual; formerly THE 274 Christian Celebration; formerly Symbol and Celebration)

A study of the role of symbol and ritual in religious traditions, and the ways in which they address the human condition. This course gives primary attention to the symbols and rituals of Christianity, especially as they relate to history, culture and other religious traditions. **3 credits**

TRS 275 MARRIAGE IN THE CATHOLIC TRADITION

(formerly THE 345 Love and Sexuality in Marriage; THE 275 Love, Marriage and Sexuality)

This course will review the meaning and role of marriage in the Jewish and Christian scriptures, how religious laws

about marriage have changed and the development of the understanding of marriage as a sacrament from the earliest Christian age through the Middle Ages to the present day. It will address the theological, legal and pastoral aspects of getting married today in the Catholic Church, the Church's process when declaring a marriage invalid and other practical questions that arise with divorce and remarriage. **3 credits**

TRS 281 RELIGIONS OF ASIA

(formerly THE 281 Religions of the East)

A survey of selected religions of Asia, which may include Hinduism, Buddhism, Chinese and Japanese religions. **3 credits**

TRS 285 RELIGIOUS THEMES IN THE CINEMA

(formerly THE 285)

An investigation of the cinematic treatment of religious themes. Selected films will be analyzed and critiqued. (Offered Intersession, Summer) **3 credits**

TRS 470 INDEPENDENT STUDY

(formerly THE 291; THE 470)

Open to qualified students who wish to pursue in-depth a specialized area of theology or religious studies. Directed readings, research and discussion under the guidance of a member of the department. Prerequisites: ENG 110, Sophomore standing, nine credits in Theology, and permission of department chairperson. Does not fulfill General Education requirement. (Offered upon request) **1-3 credits**

TRS 491 THEOLOGY AND RELIGIOUS STUDIES SEMINAR

(formerly THE 292; THE 491)

Writing-Intensive Course Information Literacy Course

In-depth study of major themes, issues or figures in theology or religious studies. Required of majors; other students by permission of chairperson. **3 credits**

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RICHARD DELASANT

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B.A., Molloy College

Identification of Non-Discrimination Coordinators

TITLE IX

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

Title IX Coordinator

Lisa Miller

Assistant Vice President for Human Resources

Kellenberg Hall, 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.

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

Assistant Vice President for Human Resources

Kellenberg Hall, K112

516.323.3046



Academic Calendar 2017–2018

Fall 2017

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. Classes in **FALL SHORT SESSION** have various start and end dates during the FALL semester, as noted in Course Search in Lion's Den.

FALL I SESSION

Courses meet once-a-week for seven weeks:

Wednesdays: 9/6, 9/13, 9/20, 9/27, 10/4, 10/11, 10/18

Thursdays: 9/7, 9/14, 9/21, 9/28, 10/5, 10/12, 10/19

Fridays: 9/8, 9/15, 9/22, 9/29, 10/6, 10/13, 10/20

Saturdays: 9/9, 9/16, 9/23, 09/30, 10/7, 10/14, 10/21

Sundays: 9/10, 9/17, 9/24, 10/1, 10/8, 10/15, 10/22

Mondays: 9/11, 9/18, 9/25, 10/2, 10/16, 10/23, 10/30

Tuesdays: 9/12, 9/19, 9/26, 10/3, 10/10, 10/17, 10/24

Add/Drop ends on Tuesday, September 12, 2017 for FALL I. FALL I term begins 9/6 and ends 10/24, except for the Monday classes which end 10/30. 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

Courses meet once-a-week for seven weeks:

Wednesdays: 10/25, 11/1, 11/8, 11/15, 11/29, 12/6, 12/13

Thursdays: 10/26, 11/2, 11/09, 11/16, 11/30, 12/7, 12/14

Fridays: 10/27, 11/3, 11/10, 11/17, 12/1, 12/8, 12/15

Saturdays: 10/28, 11/4, 11/11, 11/18, 12/2, 12/9, 12/16

Sundays: 10/29, 11/5, 11/12, 11/19, 12/3, 12/10, 12/17

Mondays: 11/6, 11/13, 11/20, 11/27, 12/4, 12/11, 12/18

Tuesdays: 10/31, 11/14, 11/21, 11/28, 12/5, 12/12, 12/19

Add/Drop ends on Tuesday, October 31, 2017 for FALL II. FALL II term begins 10/27 and ends 12/19. 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.

August 3—Thursday

Payment of tuition due for advance registered students.

August 4—Friday

College offices closed.

August 8—Tuesday

St. Dominic's Day.

August 11—Friday

College offices closed.

August 18—Friday

College offices closed.

August 25—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.)

September 1—Friday

College offices closed.

September 4—Monday

Labor Day—College Closed.

September 5—Tuesday

Community Meetings.

September 6—Wednesday

CLASSES BEGIN FOR FALL.

September 6 - 12—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 12—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 20, 2017. 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 12, 2017, will have until September 13, 2017 to correct their schedule.)

September 13—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 14—Thursday

Incompletes for SPRING 2017 and SUMMER SESSIONS 2017 become "F."

September 20—Wednesday—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–9:55am

10:00am–11:30am = Mass Time

10:40am–12:05pm = 11:10am–12:05pm

September 27—Wednesday

Last day to declare a course PASS/FAIL.

October 1—Sunday

Deadline for filing application for graduation for December 2017 or January 2018 degree award dates.

October 1—Sunday

Deadline for submitting online Health and Accident Insurance waivers for all full-time undergraduate students.

October 3—Tuesday—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 9—Monday

Columbus Day—College Closed.

October 20—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 12, 2017.

October 20—Friday

Mid-semester appraisals due.

October 23 - 27—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 24 - 27—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 30 - November 3—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 6 - 10—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 7—Tuesday

Election Day—Observed. College Closed.

November 13 - 17—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—Saturday

Veterans’ Day. Classes in session. See Events Calendar for Veteran’s events announcements.

November 20- 21 & 27-29—Mon.-Tues. & Mon.-Weds.

Web Advising and Web Registration for SPRING—**WEEK FIVE: Freshmen (0-29 total credits)**. In-person Registration will also be available in the Registrar’s Office. NO STUDENTS WILL BE ALLOWED TO BE ADVISED OR TO REGISTER BEFORE THEIR ASSIGNED WEEK.

November 22 - 26—Wednesday - Sunday

Thanksgiving Recess—College Closed.

November 27—Monday

CLASSES RESUME.

November 29—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 on November 30, 2017.

November 30—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, 2018.

November 30—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—Friday

Deadline for filing application for graduation in May 2018.

December 12—Tuesday

Last day to withdraw from a course with a “W” or “WF.” Signatures of instructor, advisor and Financial Aid Office are required.

December 13 - 19—Wednesday - Tuesday

Final examination or last class meeting. (See separate Final Examination Schedule) for FALL semester classes.

December 19—Tuesday

Recorded award date of December 2017 degrees and certificates. No ceremony. Deadline for any outstanding incomplete or missing work for students graduating with December degree award date is December 19, 2017.

December 20—Wednesday

Nursing Pinning Ceremony, Quealy Hall—3:00pm.

December 20 - 21—Wednesday - Thursday

College offices open 9:00am–5:00pm.

December 21—Thursday (12:00 NOON)

Grades due in Office of the Registrar 48 hours after last class or final examination.

December 22 - January 1—Friday- Monday

College Closed.

Intercession 2018

November 29—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 on November 30, 2017. 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, 2018.

January 1—Monday

New Year’s Day (Observed)—College Closed.

January 2—Tuesday

CLASSES BEGIN FOR WINTER INTERSESSION.

January 2—Tuesday

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—Wednesday

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 5, 2018. Signatures of instructor, advisor, and Financial Aid Office are required.

January 4—Thursday

Last day to declare a course PASS/FAIL.

January 5—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 will result in a grade of “W” or “WF” until January 11, 2018.

January 6—Saturday

Snow make-up day for JANUARY INTERSESSION—if required.

January 11—Thursday

Last day to withdraw from a course with a “W” or “WF.” Signatures of instructor, advisor and Financial Aid Office are required.

January 12—Friday

Final examination or last class meeting all JANUARY INTERSESSION classes.

January 12—Friday

Award date of January degrees and certificates. No ceremony. (All grades for incomplete or missing coursework must be submitted by this date in order for degrees to be awarded with this date.)

January 13—Saturday

Snow make-up day for JANUARY INTERSESSION - if needed.

January 15—Monday

Martin Luther King, Jr. Day (Observed) - College Closed.

January 16—Tuesday

JANUARY INTERSESSION grades due in Office of the Registrar by 12:00 NOON.

Spring 2018

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. Classes in SPRING SHORT SESSION have various start and end dates during the SPRING semester, as noted in Course Search in Lion’s Den.

SPRING I SESSION

Courses meet one day-a-week for seven weeks:

Tuesdays: 1/16, 1/23, 1/30, 2/6, 2/13, 2/20, 2/27

Wednesdays: 1/17, 1/24, 1/31, 2/7, 2/14, 2/28, 3/7

Thursdays: 1/18, 1/25, 2/1, 2/8, 2/15, 2/22, 3/1

Fridays: 1/19, 1/26, 2/2, 2/9, 2/16, 2/23, 3/2

Saturdays: 1/20, 1/27, 2/3, 2/10, 2/17, 2/24, 3/3

Sundays: 1/21, 1/28, 2/4, 2/11, 2/18, 2/25, 3/4

Mondays: 1/22, 1/29, 2/5, 2/12, 2/21, 2/26, 3/5

SPRING I term begins 1/16 and ends 3/7. Add/Drop ends on Monday, January 22, 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.

SPRING II SESSION

Courses meet one day-a-week for seven weeks:

Tuesdays: 3/6, 3/20, 3/27, 4/3, 4/10, 4/24, 5/8

Wednesdays: 3/21, 3/28, 4/4, 4/11, 4/18, 4/25, 5/9

Thursdays: 3/8, 3/22, 4/5, 4/12, 4/19, 4/26, 5/10

Fridays: 3/9, 3/23, 4/6, 4/13, 4/20, 4/27, 5/11

Saturdays: 3/10, 3/24, 4/7, 4/14, 4/21, 4/28, 5/12

Sundays: 3/11, 3/25, 4/8, 4/15, 4/22, 4/29, 5/13

Mondays: 3/19, 3/26, 4/9, 4/16, 4/23, 4/30, 5/7

SPRING II term begins 3/6 and ends 5/13. Add/Drop ends on Wednesday, March 21, 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.

January 1—Monday

New Year’s Day (Observed)—College Closed.

January 4—Thursday

Payment of tuition due for advance registered students for Spring 2018.

January 12—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 15—Monday

Martin Luther King, Jr. Day (Observed)—College Closed.

January 16—Tuesday (12:00 NOON)

JANUARY INTERSESSION grades due in the Office of the Registrar by 12:00 NOON.

January 16—Tuesday

CLASSES BEGIN FOR SPRING.

January 16 - 22—Tuesday - Monday

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, Tuesday and Wednesday—9:00am–7:00pm.

January 22—Monday

Last day for late registration and program change. After this date, students may withdraw with a grade of “W” until March 2, 2018. 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 22, 2018 will have until January 23, 2018 to correct their schedules if needed.)

January 23—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 23—Tuesday

Incompletes for FALL 2017 and WINTER INTERSESSION 2018 become “F.”

February 1—Thursday

Deadline for submitting online Health and Accident Insurance waivers for new full-time undergraduate students.

February 5—Monday

Last day to declare a course PASS/FAIL.

February 19—Monday

Presidents’ Day—College Closed.

February 21—Wednesday

MONDAY classes held on this day.

March 1—Thursday

Deadline for filing application for graduation for August 2018.

March 2—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 5, 2017.

March 2—Friday

Mid-semester appraisals due.

March 5 - 9—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 6 - 9—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 12 - 18—Monday - Sunday

Spring Recess—No Classes (College Offices will remain open.)

March 19 - 23—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 26-28 & April 3-4—Mon - Weds & Tues - Weds

Web Advising and Web Registration for FALL—**WEEK THREE: Bachelor’s Degree and Five Year Education Program students with 60 or more total credits** (earned plus “in-progress” credits). NO STUDENTS WILL BE ALLOWED TO BE ADVISED OR TO REGISTER BEFORE THEIR ASSIGNED WEEK.

March 29 - April 2—Thursday - Monday

Easter Recess—College Closed.

April 3—Tuesday

CLASSES RESUME.

April 5 - 10—Thursday - Tuesday

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 11 - 13—Wednesday - 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 20, 2018.**

April 13—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 12, 2017.

April 16—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 calendar for specific dates.)

April 16—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—Tuesday

Founders’ Day—College Closed. Honors Convocation—7:30pm.

April 18—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).

April 30—Monday

Last day that classes meet on regular schedule. Snow makeup dates, if needed begin on May 1, 2018 through May 6, 2018. The college will then follow the Final examination or last class meeting schedule between May 7, 2018 through May 13, 2018, as announced in Lion's Den.

May 1, 2, 3, 4, 5, and 6—Tuesday - Sunday

Snow make-up days, if necessary, otherwise study days.

May 4—Friday

Last day to withdraw from a course with a "W" or "WF." Signatures of instructor, advisor and Financial Aid Office are required.

May 7 - 13—Monday - Sunday

Final examination or last class meeting (see separate Final Examination Schedule) for SPRING semester classes.

May 13—Sunday

May 13, 2018 will be the recorded award date and exit date for May 2018 degrees and certificates. Deadline for any outstanding incomplete or missing work for students graduating with a May degree award date is May 13, 2018.

May 15—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 15—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.

June 13 - Wednesday

Registration—NEW FALL Transfer Students and New Graduate Students ONLY. Students must register on the date and at the time they are scheduled by the Office of Admissions. 10:00am-1:00pm and 5:00pm-6:30pm in the Hays Multi-Purpose Room, Wilbur Arts Center.

May 28—Monday

Memorial Day—College Closed.

June 5—Tuesday

Allied Health Sciences Pinning Ceremony—7:30pm.

Summer Session Short 2018

NOTE: Classes for SUMMER SESSION SHORT meet every weekday for **two weeks**, except for Memorial Day holiday.

May 21—Monday

CLASSES BEGIN FOR SUMMER SESSIONS SHORT.

May 21—Monday

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:** Monday: 9:00am–7:00pm.

May 22—Tuesday

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 25, 2018, with required signatures of the instructor, advisor and Financial Aid Office. **Last Day to Drop:** Tuesday: 9:00am–7:00pm.

May 23—Wednesday

Last day to declare a course PASS/FAIL (SUMMER SESSION SHORT).

May 25—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 31, 2018.

May 28—Monday

Memorial Day—College Closed.

May 31—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.

June 1—Friday

Final Examination or last class meeting for SUMMER SESSION SHORT classes.

Summer Session Long 2018

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—Monday

CLASSES BEGIN FOR SUMMER SESSION LONG.

May 21 - 24—Monday - 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: Monday and Tuesday: 9:00am - 7:00pm. Wednesday & Thursday: 9:00am - 5:00pm.

May 24—Thursday

Last day for Late Registration/Last day to DROP a course SUMMER SESSION LONG with a FULL refund of "tuition only" for SUMMER SESSIONS LONG. After this date, students may withdraw from a course in SUMMER SESSION LONG with a grade of "W" until July 6, 2018, for courses that run the full term with required signatures of the instructor, advisor and Financial Aid Office.

May 28—Monday

Memorial Day—College Closed. (Friday June 1, 2018 is a make-up day for SUMMER SESSION LONG Monday classes or another date may be determined by the instructor.)

June 1—Friday

MONDAY classes meeting date. Class meetings for Monday classes to make-up Memorial Day for SUMMER SESSION LONG, unless additional class meeting time is noted in the schedule.

June 8—Friday

Last day to declare a course PASS/FAIL for SUMMER SESSION LONG.

July 4—Wednesday

Independence Day—College Closed. (Friday July 6, 2018 is a make-up day for SUMMER SESSION LONG WEDNESDAY classes, or another date may be determined by the instructor.)

July 6—Friday

Last day to withdraw from a course that runs the whole term in SUMMER SESSION LONG with a grade of "W." Signatures of the instructor, advisor and Financial Aid Office are required. Withdrawals after this date will result in a grade of "W" or "WF" at the discretion of the faculty member until the day before the last class meeting or the final examination. (THIS LAST DATE OF CLASSES WILL VARY FOR SUMMER SESSION LONG COURSES THAT RUN LESS THAN 14 WEEKS DEPENDING ON COURSE END DATE.)

July 6—Friday

WEDNESDAY classes meeting date. Class meetings for Wednesday classes to make-up July 4 for SUMMER SESSION LONG, unless additional class meeting time is noted in the schedule.

July 13 – August 31—Fridays

College offices are closed Fridays in the summer.

Last Day to Withdraw

Last day to withdraw from a course in SUMMER SESSION LONG with a "W" or "WF" will vary. Signatures of the instructor, advisor and Financial Aid Office are required. This date will be the day before the last class meeting or the final examination. (THIS DATE WILL VARY FOR SUMMER SESSION LONG COURSES DEPENDING ON COURSE END DATE.)

Final Exams

Final examination or last class meeting for SUMMER SESSION LONG classes that run less than 14 weeks will vary depending upon the end date of the course.

August 26—Sunday

Last class meeting date for SUMMER SESSION LONG classes.

Summer Session I 2018

NOTE: Classes for SUMMER SESSION I meet Mondays through Thursdays for **four weeks**.

June 4—Monday

CLASSES BEGIN FOR SUMMER SESSION I.

June 4 - 7—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 5—Tuesday

Last day for late registration and last day to ADD a course.

June 7—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 14, 2018. Signatures of the instructor, advisor and Financial Aid Office are required.

June 7—Thursday

Last day to declare a course PASS/FAIL (SUMMER SESSION I).

June 14—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 27, 2018.

June 27—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 28—Thursday

Final examination or last class meeting for SUMMER SESSION I classes.

Summer Session II 2018

NOTE: Classes for SUMMER SESSION II meet Mondays through Thursdays for **four weeks**.

July 4—Wednesday

Independence Day (Observed)—College Closed.

July 9—Monday

CLASSES BEGIN FOR SUMMER SESSION LONG II.

July 9 - 12—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 10—Tuesday

Last day for late registration and last day to ADD a course.

July 12—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 19, 2018. Signatures of the instructor, advisor and Financial Aid Office are required.

July 12—Thursday

Last day to declare a course PASS/FAIL (SUMMER SESSION II).

July 13—Friday

Offices Closed.

July 19—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 August 1, 2018.

July 20—Friday

Offices Closed.

July 27—Friday

Offices Closed.

August 1—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 2—Thursday

Final examination or last class meeting for SUMMER SESSION II classes.

August 3—Friday

Offices Closed.

Summer Session Long I 2018

NOTE: Classes for SUMMER SESSION LONG I meet Mondays through Thursdays for **five weeks.**

May 21—Monday

CLASSES BEGIN FOR SUMMER SESSION LONG I.

May 21 - 24—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 Day to Drop:** Wednesday & Thursday: 9:00am–5:00pm..

May 22—Tuesday

Last day for late registration and last day to ADD a course.

May 24—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 28—Monday

Memorial Day—College Closed. (Friday, June 1, 2018, is a make-up day for SUMMER SESSION LONG I Monday classes, or another date may be determined by the instructor.)

June 1—Friday

MONDAY classes held this date. Class meeting for Monday classes for the first week of SUMMER LONG, unless additional class meeting time is noted in the schedule.

June 8—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 20, 2018.

June 20—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 21—Thursday

Final examination or last class meeting for SUMMER SESSION LONG I classes.

Summer Session Long II 2018

NOTE: Classes for SUMMER SESSION LONG II meet Mondays through Thursdays for **five weeks.**

July 4—Wednesday

Independence Day—College Closed.

July 9—Monday

CLASSES BEGIN FOR SUMMER SESSION LONG II.

July 9 - 12—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 10—Tuesday

Last day for late registration and last day to ADD a course.

July 12—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 24, 2018. Signatures of the instructor, advisor and Financial Aid Office are required.

July 12—Thursday

Last day to declare a course PASS/FAIL (SUMMER SESSION LONG II).

July 13—Friday

Offices Closed.

July 24—Tuesday

Last day to withdraw from a course in SUMMER SESSION LONG II with a grade of "W." Signatures of the instructor, advisor and Financial Aid Office are required. Withdrawals after this date will result in a grade of "W" or "WF" until August 8, 2018.

July 20—Friday

Offices Closed.

July 27—Friday

Offices Closed.

August 3—Friday

Offices Closed.

August 8—Wednesday

Last day to withdraw from a course in SUMMER SESSION LONG II with a "W" or "WF." Signatures of the instructor, advisor and Financial Aid Office are required.

August 9—Thursday

Final examination or last class meeting for SUMMER SESSION LONG II classes.

Summer Session Long III 2018

NOTE: Classes for SUMMER SESSION LONG III meet once-a-week for **seven weeks.**

Mondays: 5/21, (6/1 Make-up for Memorial Day or TBD), 6/4, 6/11, 6/18, 6/25, 7/2

Tuesdays: 5/22, 5/29, 6/5, 6/12, 6/19, 6/26, 7/3

Wednesdays: 5/23, 5/30, 6/6, 6/13, 6/20, 6/27, (7/6 Make-up for July 4 or TBD)

Thursdays: 5/24, 5/31, 6/7, 6/14, 6/21, 6/28, 7/5

Fridays: 5/25, 6/1, 6/8, 6/15, 6/22, 6/29, 7/6

Saturdays: 5/26, 6/2, 6/9, 6/16, 6/23, 6/30, 7/7

Sundays: 5/27, 6/3, 6/10, 6/17, 6/24, 7/1, 7/8

May 21—Monday

CLASSES BEGIN FOR SUMMER SESSION LONG III.

May 21 - 24—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.

May 24—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 15, 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 III).

May 28—Monday

Memorial Day—College Closed. (Friday, June 1, 2018, is a make-up day for SUMMER SESSION LONG III Monday classes or another date may be determined by the instructor.)

June 1—Friday

MONDAY classes meeting date. Class meetings for Monday classes to make-up Memorial Day for SUMMER LONG III, unless additional class meeting time is noted in the schedule.

June 15—Friday

Last day to withdraw from a course in SUMMER SESSION LONG III 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 29, 2018.

June 29—Friday

Last day to withdraw from a course in SUMMER SESSION LONG III with a "W" or "WF." Signatures of the instructor, advisor and Financial Aid Office are required.

July 2 - 8—Monday - Sunday

Final examination or last class meeting for SUMMER SESSION LONG III classes.

July 4—Wednesday

Independence Day (Observed)—College Closed. (Friday, July 6, 2018, is a make-up day for SUMMER SESSION LONG III Wednesday classes, or another date may be determined by the instructor.)

July 6—Friday

Make-up day for July 4 for SUMMER SESSION LONG III Wednesday classes or another date may be determined by the instructor.)

July 8—Sunday

Last date for Sunday classes.

End of SUMMER SESSION LONG III classes.

Summer Session Long IV 2018

NOTE: Classes for SUMMER SESSION LONG IV meet once-a-week for **seven weeks.**

Mondays: 7/9, 7/16, 7/23, 7/30, 8/6, 8/13, 8/20

Tuesdays: 7/10, 7/17, 7/24, 7/31, 8/7, 8/14, 8/21

Wednesdays: 7/11, 7/18, 7/25, 8/1, 8/8, 8/15, 8/22

Thursdays: 7/12, 7/19, 7/26, 8/2, 8/9, 8/16, 8/23

Fridays: 7/13, 7/20, 7/27, 8/3, 8/10, 8/17, 8/24

Saturdays: 7/14, 7/21, 7/28, 8/4, 8/11, 8/18, 8/25

Sundays: 7/15, 7/22, 7/29, 8/5, 8/12, 8/19, 8/26

July 9—Monday

CLASSES BEGIN FOR SUMMER SESSION LONG IV.

July 9 - 12—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 12—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 2, 2018. Signatures of the instructor, advisor and Financial Aid Office are required.

July 12—Thursday

Last day to declare a course PASS/FAIL (SUMMER SESSION LONG IV).

July 13—Friday

Offices Closed.

July 20—Friday

Offices Closed.

July 27—Friday

Offices Closed.

August 2—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 16, 2018.

August 3—Friday

Offices Closed.

August 8—Wednesday

St. Dominic's Day.

August 10—Friday

Offices Closed.

August 16—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 17—Friday

Offices Closed.

August 20 - 26—Monday - Sunday

Final examination or last class meeting for SUMMER SESSION LONG IV classes.

August 24—Friday

Offices Closed.

August 26—Sunday

Award date and exit date for August 2018 degrees and certificates. No ceremony. Deadline for any outstanding incomplete or missing work for students graduating with a degree award date is August 26, 2018.

August 31—Friday

Offices Closed.

September 3—Monday

Labor Day—College Closed.

**Fall 2018 Classes Begin
Wednesday, September 5, 2018.**



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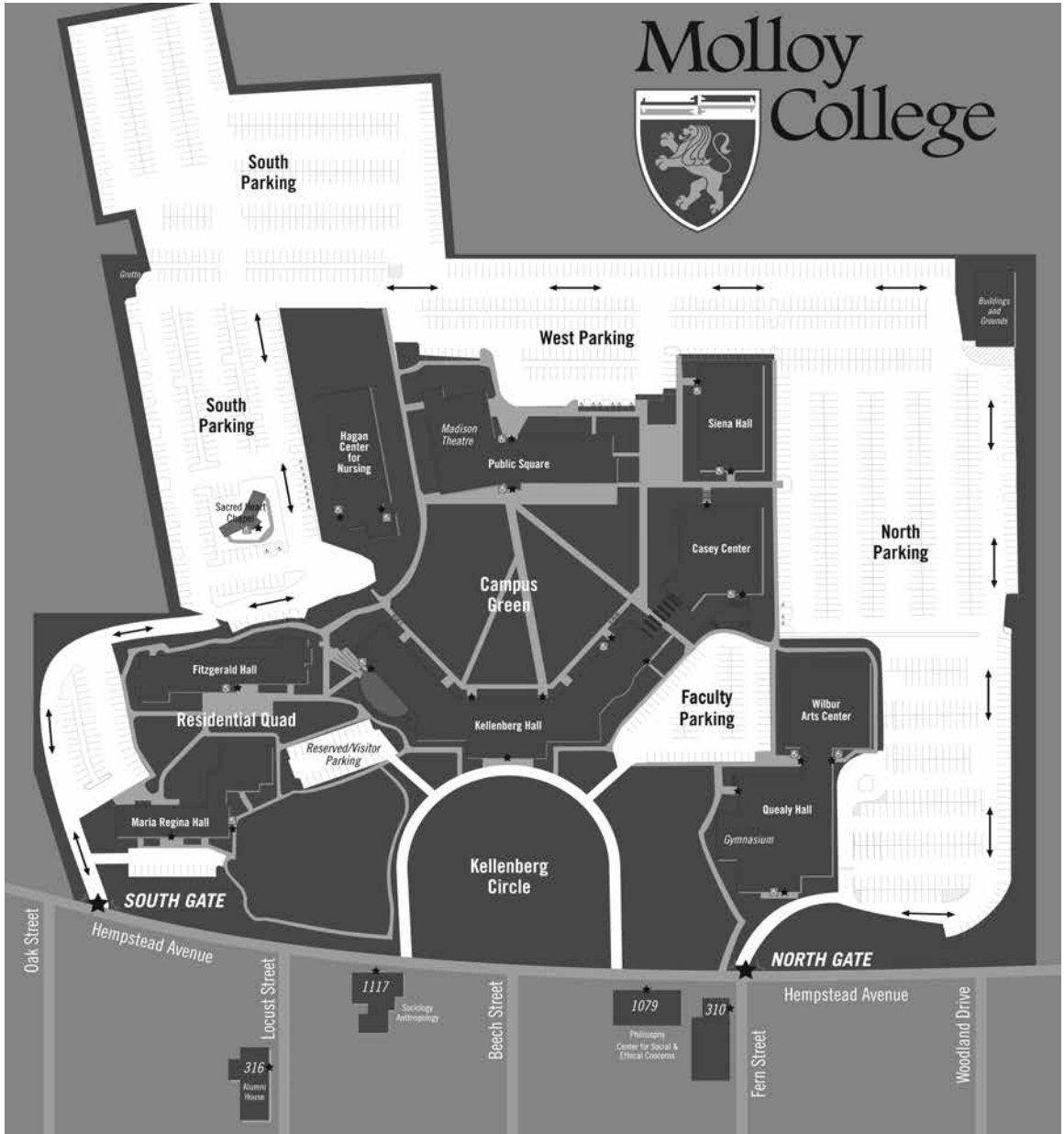
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CAMPUS MAP



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 of 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 becomes 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).



Molloy College



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