



Thank you for your interest in Molloy University's doctoral, master's and certification programs. We are pleased to offer our convenient, online programs. We want what you want – for you to be a high-quality professional educator with a graduate degree. Children and their development and learning is our mission. Our partnership with you can bring that mission to a reality. An affordable tuition rate has been arranged for teachers, and space in each cohort is limited to 20 students. Once you submit the initial portion of your application (Step 1 below), you can revisit your application to complete each step.

This packet includes all the information you will need to be admitted into the program. Read through this packet carefully and be sure to contact me if you have any questions. My team and I are committed to guiding you through the application process. Choosing where to go to graduate school is an important step, and my team and I are here to support you. You can reach me by phone at **(516) 687-8900** or by email at [**kmiller@graduateprogram.org**](mailto:kmiller@graduateprogram.org).



NOTE: Molloy University strictly limits enrollment in each program to 20 students and accepts students on a first-come, first-served basis.

Complete step 1 below to start your application.

1

Application for Graduate Admission

Complete and submit the graduate application [**online**](#) to reserve your seat.



Once you have completed the initial portion of your application, turn to Pages 2-3 or visit the [**online checklist**](#) to complete the remaining admission steps.

Congratulations on your pursuit of a graduate education degree with Molloy University!

Sincerely,

Karen Miller

Graduate Information Office

(516) 687-8900

[**kmiller@graduateprogram.org**](mailto:kmiller@graduateprogram.org)



Once you have submitted the initial portion of your application, please continue with the following steps to complete your admission file. **NOTE:** You will not be eligible for financial aid until your admission file is complete.

2 Financial Aid & Payment Options (Page 4)

Determine how to pay for the program: Financial Aid or Pay-As-You-Go. If using Financial Aid, Complete the **FAFSA**. It is in your best interest to complete the financial aid process as early as possible.

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3 Official Transcripts (Page 5)

Official transcripts from all institutions attended are required. If your college allows, please send electronic transcripts to admissions.

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4 Goals Statement

A statement is required which addresses why you want to pursue a graduate degree in the field of education, how your past or ongoing work experiences will enhance your experiences in the program, and the goals/plans you wish to pursue upon completion of the graduate education degree. You may upload your statement with the application.

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5 Letter of Recommendation

All Graduate Education programs require two letters of reference. One letter of recommendation must be from an academic or professional reference such as professors, field supervisors, and employment supervisors in the field of education. One letter of recommendation may address character, work ethic, and ability to work with children and young adults. Simply enter their names and email addresses into your application portal. We handle the rest!

SBL/SDL Candidates: One letter must be from a verifiable School Building Leader (for SBL Program) or from a School District Leader (for SDL Program). Make sure to enter the name as it appears on their certification. The other letter of recommendation may address character, work ethic, and ability to work with children and adults.

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6 Current Resume

Please provide a copy of your current resume that documents your teaching/administrative leadership experience and your teaching/administrative certificates (if applicable). Also attach a screenshot of your Teach Account that shows all certifications earned. You may upload your resume and Teach Account screenshot with the application.

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7 TEACH Account Screenshot

If applying to the Professional Administrator Certification program, please upload a screenshot of your TEACH Account showing your name and a complete record of certifications, applications, experience, workshops and other information. You may add this pdf document to your application under the Essay tab.

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8 Personal Interview/Orientation

Master's applicants will participate in a personal interview with the program director and/or coordinator of graduate programs; Professional Administrator Certification candidates will participate in a virtual orientation with the education department.

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Once you have submitted the initial portion of your application, please continue with the following steps to complete your admission file. **NOTE:** You will not be eligible for financial aid until your admission file is complete.

2

Financial Aid & Payment Options (Page 4)

Determine how to pay for the program: Financial Aid or Pay-As-You-Go. If using Financial Aid, Complete the **FAFSA**. It is in your best interest to complete the financial aid process as early as possible.

☐**3**

Official Transcripts (Page 5)

Official transcripts from all institutions attended are required. If your college allows, please send electronic transcripts to admissions.

☐**4**

Professional Goal Statement

People who earn a doctoral degree use their expert knowledge and research skills in a wide range of areas. In a 1,250-1500 word essay, please share whose expert knowledge has informed your desire to pursue the Ed.D. degree and how you envision using an Ed.D. in Educational Leadership for Diverse Learning Communities from Molloy in your future endeavors.

☐**5**

Sample of Scholarly Writing

A sample of scholarly writing can include any published article, professional document, or graduate school paper that shows your writing ability. Please limit the sample to show no more than 5 pages that highlight the work. (Note: This is only a sample and does not have to be the complete work).

☐**6**

Letters of Recommendation

All Doctorate programs require three letters of recommendation from academic or employment-related professionals who may address character, work ethic, and ability to excel as a doctoral student.

☐**7**

Current Resume

Please provide a copy of your current resume that documents your teaching/administrative leadership experience and your teaching/administrative certificates (if applicable).

☐**8**

Personal Interview

Applicants will participate in a personal interview with the Doctoral Admissions Committee after application files are completed.

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Completing your application steps online at <https://www.graduateprogram.org/molloy-university/apply-now/> will allow for more immediate processing of your application. If you choose to submit paper forms for any of the steps above, documents should be emailed, faxed or mailed to:



Molloy University
Office of Admissions
1000 Hempstead Avenue Wilbur Arts Center
Room 226, Rockville Centre, NY, 11571



(800) 504-7618

kmiller@graduateprogram.org



How to Apply for Financial Aid:

Complete all steps below to apply for financial aid. **Note:** There are financial aid options that are not based on need. Most students in our online programs use financial aid to pay for their program. We recommend that you complete these steps as soon as possible to make sure that your payment arrangements are in order by the first night of class. For help, please contact the Financial Aid Office at **(516) 323-4200** or financialaid@molloy.edu.

- 1 Complete the Free Application for Federal Student Aid at www.fafsa.gov.** Students should submit the 2026-2027 form. You will need your 2024 Federal Tax Return, your FSA ID (<https://studentaid.gov/fsa-id/sign-in/landing>) and Molloy University's School Code (002775). Graduate students are considered independent for financial aid purposes
- 2 Review your Student Aid Report (SAR) for accuracy.** You will receive this form 7-10 days after the FAFSA is submitted. If there are any errors on your SAR, log back into your FAFSA to make corrections.
- 3 You will receive your financial aid award letter from Molloy once you have been academically accepted.** This lists the financial aid you will qualify for. If you wish to decline all or a portion of the award, notify the Financial Aid Office in writing. Be sure to contact the Financial Aid Office if you have any questions on your award.
- 4 Complete Loan Entrance Counseling and the Master Promissory Note.** Entrance Counseling is only required for first time Federal Direct Loan borrowers; all borrowers must complete a Master Promissory Note. Both can be completed at www.studentloans.gov (you will need your FSA ID from Step 1).

Federal Loan Requirements:

To be eligible to borrow funds under the Federal Direct Loan Program, you must:

- 1** File the Free Application for Federal Student Aid (FAFSA)
- 2** Be a U.S. Citizen or permanent resident
- 3** Not be in default on prior educational loans
- 4** Maintain satisfactory academic progress

Enrolling in a Pay-As-You-Go Payment Plan:

The Monthly Payment Plan at Molloy University allows you to pay your education expenses in smaller, more manageable monthly installments. Payment plans are done by semester, with five monthly payments each semester due on the 25th of each month. Payment plans are interest free, and require a \$45 enrollment fee.

For more information and to enroll, go to www.molloy.afford.com or call TMS at **1-800-722-4867**. You can also contact the Office of the Bursar by phone at **(516) 323-4100** or by email at officeofthebursar@molloy.edu.

The Federal (Title One) Teacher Loan Forgiveness Program:

If you and your school qualify, this program may provide loan forgiveness for eligible Federal Direct Loans. This is a separate program requiring separate forms and processes. The U.S. Department of Education will determine your eligibility for this program; Molloy University is not responsible to verify your eligibility for this program. Please do not base your enrollment on this program, as it can be difficult to ensure qualification for government programs which are subject to reform and funding changes. **You must call 1-800-4-FED-AID to verify your eligibility or visit <https://studentaid.gov/sa/repay-loans/forgiveness-cancellation/teacher> for an application.**

Important Notes:

- We will work with students who receive tuition reimbursement from their employer.
- If you are using financial aid to pay for tuition, you must be enrolled and admitted to the program of your choice before your student loan funds can be released. You may be required to make payments until your financial aid funds are released.

Molloy University requires official transcripts from all previously attended colleges and universities to be fully admitted into the program of your choice. Follow the steps below to request transcripts from each of the schools that you attended.

TO ORDER TRANSCRIPTS:

There are multiple ways to request transcripts, and each college or university will have their own process. Typically, the easiest way to order official transcripts is:

- 1 Contact the Registrar's office at your previously attended school, either by phone, email, or through your university's website.
- 2 Submit a transcript request following that school's procedures. Most colleges and universities require a signature or other official request in writing. Many schools have a Transcript Request Form available to download on the Registrar's website. Some will allow you to order transcripts online.
- 3 It can often take several days for a transcript request to be processed. When your transcripts are received, the Graduate Information Office will contact you, but if you have not received confirmation within 14 days, please contact us at (516)-687-8900.

Please have all official transcripts sent electronically to: graduateadmissions@molloy.edu

Or by mail to:

**Molloy University
Office of Admissions
1000 Hempstead Avenue
Wilbur Arts Center, Room 226
Rockville Centre, NY, 11570**

REMEMBER: An admission decision cannot be made until all transcripts are received.

For:

The **Educational Leadership for Diverse Learning Communities (Ed.D.) program** is designed to prepare teachers, school administrators, related educational professionals and future professors for instructional leadership roles that embrace diversity, social justice and equity. Through intensive study of leadership, curriculum and instruction, graduates will offer their unique scholarly and collaborative contributions to the advancement of curricular and instructional leadership.

What you learn:

The broad-based goals of the program are to prepare educational leaders and advocates who possess:

- Knowledge of leadership, diversity and advocacy for equity education
- Knowledge of various research methods, data collection and assessment techniques
- The ability to communicate research findings and inform issues of diversity
- Skills and dispositions for ethical decision making for issues in equity, diversity and public policy
- Vision, pedagogical knowledge and critical thinking skills to question and challenge inequities in schools and communities
- Understanding, appreciation and respect for the value of collaborative approaches to problem-solving, leadership and action research
- Skills and competency to think locally and globally to build partnerships, share leadership techniques and demonstrate integrity of the highest magnitude in order to effect change.

How you learn:

Educational Leadership for Diverse Learning Communities Ed.D. program is offered on a part-time basis. Participants will complete six credits each semester. The cohort-based course work may be completed in 2.5 years, followed by the dissertation sequence, which may be completed in three additional semesters, or one and a half years. The Ed.D. curriculum includes required courses, cognates (electives) and guided dissertation development. Participants will complete a minimum of 54 credits of coursework, including the dissertation design courses. Continuous registration is required until the dissertation is defended.

Curriculum includes:

- 40 hours of synchronous and/or asynchronous online learning experience
- 5 hours of field work per course

Unique Multiple Mentorship Design:

To ensure that you receive the guidance necessary to help you complete your doctoral studies, you will receive an initial adviser, cohort mentor and dissertation mentor who will work with you to facilitate your progress of study, advisement and research development. Your cohort adviser guides you through the program's required coursework. Your dissertation mentor is determined in year three once your dissertation research topic is finalized.

Career Outcomes

Graduates of the **Educational Leadership for Diverse Learning Communities (Ed.D.) program** are prepared to:

- Serve as leaders in advancing the field of education for diverse learners through practitioner-oriented authentic research, collaborative inquiry and policy analysis
- Participate fully in diverse educational communities to promote the creation of knowledge that advocates for reform initiatives in equity education
- Generate, test and extend knowledge through research and theory development and disseminate the findings to directly impact schooling and education
- Influence educational policy to advance best practices at the local, regional, state and national levels
- Integrate research in educational equity with practice through coursework, fieldwork, dissertation writing, publication and active membership in scholarly, professional organizations
- Embrace the Molloy University hallmark of the Four Pillars of the Dominican Tradition of study, spirituality, service and community
- Support the ideals of educational reform, collaboration and change through the stewardship of teaching and leading
- Examine educational service delivery models and determine if they are fair, equitable and just
- Develop strategies to foster shared decision making and build teacher capacity to support student learning needs in diverse communities
- Initiate and advance approaches to develop research that informs instruction and determines best practices for student achievement

Degree Requirements:

| | | |
|---|---|-----------|
| EDU 6020 | Introduction to Educational Research | 3 |
| EDU 6040 | Change Leadership for Equity, Advocacy and Excellence | 3 |
| EDU 6060 | Ethical, Moral, and Legal Issues in Educational Leadership | 3 |
| EDU 6080 | Quantitative Research | 3 |
| EDU 6080A | Quantitative Research Lab | 1 |
| EDU 6120 | Learning, Cognition, and Diversity | 3 |
| EDU 6140 | Qualitative Research | 3 |
| EDU 6140A | Dissertation Writing Seminar | 1 |
| EDU 6160 | Critical Issues in Education | 3 |
| EDU 6180 | Preparing for the Dissertation: The Literature Review | 3 |
| EDU 6220 | Curriculum Theories and Best Practices for the Diverse Learner | 3 |
| EDU 6240 | Research Internship | 3 |
| EDU 6260 | Collaborative Leadership in 21st Century Diverse Educational Organizations | 3 |
| EDU 6280 | Dissertation Research Design | 3 |
| EDU 6280A | Preparing for the Comprehensive Exam | 1 |
| Cognates/Electives (6 credits): Examples – | | |
| EDU 6300 | Educational Assessment of the Diverse Learner | 3 |
| EDU 5920 | Reimagining Education | 3 |
| Dissertation Sequence (9 or more credits): | | |
| EDU 7000 | Dissertation Seminar I | 3 |
| EDU 7001 | Dissertation Seminar II | 3 |
| EDU 7010 | Dissertation Progression | 3 |
| Total Credit Hours | | 54 |
| EDU 7020 | Dissertation Continuation (continued enrollment for 1 credit per semester until dissertation defense) | 1 |

Master of Science (MS) Teaching Students with Disabilities All Grades (Initial/Professional or Professional Certification)

For:

Teachers certified in another area who wish to earn their initial certification to teach Students with Disabilities in all grades, PreK-12. Prerequisites: Initial certification in another area; six credits in ELA, six credits in math, six credits in social sciences, and six credits in science. Credits may be earned at the undergraduate level and must be completed prior to completing 12 credits of the Molloy graduate program. (Initial/Professional Certification) **OR** Teachers who hold their initial certification in teaching Students with Disabilities who wish to advance to a professional certification. Pre-requisites: Initial certification in Students with Disabilities (one or more of the following SWD initial certifications: SWD (B-2), SWD (1-6), SWD (7-12), six credits in ELA, six credits in math, six credits in social sciences, and six credits in science. Credits may be earned at the undergraduate level and must be completed prior to completing 12 credits of the Molloy graduate program. (Professional Certification)

What you learn:

Teachers will further enhance their knowledge on teaching students with disabilities through the use of evidence based teaching approaches, cutting edge technology, in an intimate and personalized higher education setting.

How you learn:

Courses are all online, asynchronous.

Career Outcomes:

Upon completion of the program students will receive a Master of Science in addition to an Initial/Professional or Professional Certification in All Grades PreK-12.

Degree Requirements:

| | | |
|---------------------------|--|-----------|
| EDU 5020 | Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth-Grade 2, Childhood 1-6, Adolescence 7-12 | 3 |
| EDU 5130 | Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 | 3 |
| EDU 5220 | Current Issues in Early Childhood Education, Birth-Grade 2: Assessment of Progress, Relationships, Families, Legal & Community Issues | 3 |
| EDU 5230 | Instructional Applications of the Internet- Integrating Digital Age Tools into Instruction, Classroom Management, Communication, and Collaboration | 3 |
| EDUC 5240 | Diverse Abilities and Needs of Students in Inclusive Classrooms Birth Grade-2, Childhood 1-6 and Adolescence 7-12 | 3 |
| EDU 5275 | Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder | 3 |
| EDU 5276 | Assessment, Diagnosis and Evaluation of Students with Disabilities | 3 |
| EDU 5282 | Curriculum Content, Practices and Environmental Issues for Teaching Students with Disabilities Pre-K – 12 (Curriculum and Instructions for Students with Disabilities) | 3 |
| EDU 5283 | Strategies, Methods and Environments for Teaching Students with Disabilities Pre-K-12 | 3 |
| EDU 5640 | Developing Reflective Research for Diverse Learners | 3 |
| EDU 5650 | Teacher as Researcher in Diverse Classrooms | 3 |
| *EDUC 5608 | Special Education Practicum | 3 |
| *EDUC 5235 | Special Education Practicum Seminar | 0 |
| Total Credit Hours | | 36 |

**Candidates who are initially certified in another area and have completed student teaching, need to take practicum and seminar in special education (3 plus 0 credits). -OR- Candidates who are initially certified in special education take an additional special education course in place of field experience or other pre-approved course (3 credits):*

EDU 5271 Global Issues Relating To The Education Of Students With Severe Disabilities , EDU 5273 Characteristics of Students with Severe Disabilities: Birth–Grade 2; 1-6 and 7-12 , EDU 5274 Characteristics of Students with Severe Disabilities: Birth–Grade 2; 1-6 and 7-12

For:

Teacher candidates who are not previously certified and wish to earn a Master's degree as well as initial certification in TESOL PK-12 Education. 12 credits of foreign/modern language must be completed prior to completing the master's program; students should have a minimum of 3-6 credits prior to enrollment. Students must complete the field requirements, including student teaching, as per NYS Certification requirements. **Teacher candidates who are not native speakers of English and who wish to pursue TESOL certification:** *A minimum grade of 600 on the TOFEL is required before beginning this Program.*

What you learn:

This program leads to New York State teacher certification in ESOL for those who are not yet certified or are considering a career change to become teachers.

- Molloy's approach to Teaching English to Speakers of Other Languages (TESOL) focuses on evidence-based contemporary pedagogy and current research that informs, authentic classroom practices to support teachers working with culturally and linguistically diverse multilingual learners throughout the United States.
- The course work incorporates a multimodal design infused with technology to support equity and inclusion in diverse learning environments.
- Our faculty members are highly-skilled classroom practitioners, internationally known researchers, and best-selling authors.
- Our programs lead to New York State teacher certification in ESOL. If you live outside New York or plan to live outside New York after graduation, NYSED has reciprocity agreements with over 45 states for the purpose of teacher certification.

How you learn:

Courses are all online, asynchronous.

Career Outcomes:

Candidates with this degree and certification will be able to teach English to speakers of other languages in grades PK-12 in New York State.

Degree Requirements:

| | | |
|---------------------------|---|-----------|
| EDU 5020 | Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth- | 3 |
| EDU 5130 | Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Child- | 3 |
| EDU 5140 | English as a New Language (ENL) | 3 |
| EDU 5060 | Integrated Language Arts and Reading for the Inclusive Classroom of Diverse Learners in Early Childhood and Childhood Settings | 6 |
| EDU 5252 | Introduction to Linguistics for TESOL and Bilingual Professionals (Pre-req 5140) | 3 |
| EDU 5254 | Structure and Application of American English (Pre-req 5140) | 3 |
| EDU 5012 | Apprentice Field Observations in Inclusive Classrooms | 0 |
| EDU 5230 | Instructional Applications of the Internet – Integrating Digital Age Tools into Instruction, Class- | 3 |
| EDU 5240 | Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 | 3 |
| EDU 5479 | Pre-Student Teaching in Inclusive Classrooms | 0 |
| EDU 5255 | Interdisciplinary Teaching Methods and English Language Arts for PreK-12 for Bilingual and English Language Learners (Pre-req 5140, 5252, 5254) | 3 |
| EDU 5256 | PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas (Pre-req | 3 |
| EDU 5595 | Student Teaching in Inclusive Classrooms | 3 |
| EDU 5595 | Student Teaching in Inclusive Classrooms | 3 |
| EDU 5504 | Student Teaching Seminar | 0 |
| Total Credit Hours | | 39 |

For:

Experienced teachers who wish to earn a Master's Degree and TESOL PK-12 Professional Certification. Candidates in possession of a NYS initial teacher certification (in any area) will be able to apply for professional certification with this degree through the NYSED Teach Online system.

What you learn:

The TESOL (PK-12) Professional Certification MS program will focus on evidence-based contemporary pedagogy and current research that informs, authentic classroom practices to support teachers working with culturally and linguistically diverse multilingual learners throughout the United States. Coursework incorporates a multimodal design infused with technology to support equity and inclusion in diverse learning environments. You will learn from faculty members who are highly-skilled classroom practitioners, international known researchers, and best-selling authors.

How you learn:

Courses are all online, asynchronous.

Career Outcomes:

Candidates with this degree and certification will be able to teach English to speakers of other languages in grades PreK-12 in New York State.

Degree Requirements:

| | | |
|---------------------------|--|-----------|
| EDU 5006 | Apprentice Field Experience in TESOL Inclusive Classroom (20 Hours, 20 Hours, 4 Seminars) | 0 |
| EDU 5010 | E-Portfolio | 0 |
| EDU 5130 | Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 | 3 |
| EDU 5230 | Instructional Applications of the Internet- Integrating Digital Age Tools into Instruction, Classroom Management, Communication, Collaboration | 3 |
| EDUC 5240 | Diverse Abilities and Needs of Students in Inclusive Classrooms Birth Grade-2, Childhood 1-6 and Adolescence 7-12 | 3 |
| EDU 5252 | Introduction to Linguistics for TESOL and Bilingual Professionals | 3 |
| EDU 5253 | Second Language Acquisition, TESOL and Bilingual Education: Theory and Practice | 3 |
| EDU 5254 | Structure and Application of American English | 3 |
| EDU 5255 | Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners | 3 |
| EDU 5256 | PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas | 3 |
| EDU 5484 | Pre-Student Teaching TESOL PK-12 Field Experiences in Inclusive Classrooms (30 Hrs, 4 Seminars) | 0 |
| EDU 5502 | TESOL Student Teaching Seminar PK-12 | 0 |
| EDU 5611 | TESOL Practicum | 3 |
| EDU 5643 | Thesis and Capstone Proposal Development for Teaching English to Speakers of Other Languages | 3 |
| EDU 5653 | Theses and Capstone Project for Teaching English to Speakers of Other Languages | 3 |
| Total Credit Hours | | 33 |

For:

Experienced teachers who wish to advance their Educational Technology Specialist certification to Professional. Candidates must hold initial certification in Educational Technology and meet other requirements set forth by the NYS.

What you learn:

The Master of Science Initial to Professional Educational Technology Specialist certification provides candidates the opportunity to enhance their content area in Educational Technology, allowing to teach digital literacy technology curriculum to K-12 students and provide professional development support to educators integrating educational technology into everyday teaching.

How you learn:

Courses are all online, asynchronous.

Career Outcomes:

Candidates with this certification will be eligible to apply for their Professional Certification upon meeting all NYS requirements

Degree Requirements:

| | | |
|---------------------------|--|-----------|
| EDU 5010 | E-Portfolio | 0 |
| EDU 5130 | Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 | 3 |
| EDU 5230 | Instructional Applications of the Internet – Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration | 3 |
| EDU 5240 | Diverse Abilities and Needs of Students in Inclusive Classrooms Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 | 3 |
| EDU 5300 | Foundations of Education and Technology | 3 |
| EDU 5301 | Analyzing Digital Media in Teaching and Learning | 3 |
| EDU 5302 | Interdisciplinary Curriculum and Methods in Educational Technology | 3 |
| EDU 5303 | Assessment Tools for Educational Technology | 3 |
| EDU 5304 | Educational Website Design, Video Integration, Distance Learning, Blended and Virtual Schools | 3 |
| EDU 5305 | Mobile Learning and Teaching with Social Media for Educational Technology Courses | 3 |
| EDU 5530 | Educational Technology Practicum Seminar | 0 |
| EDU 5620 | Educational Technology Practicum | 3 |
| EDU 5644 | Thesis and Capstone Proposal Development in the Technology Rich Classroom Environment | 3 |
| EDU 5654 | Thesis and Capstone Project for the Technology Rich Classroom | 3 |
| Total Credit Hours | | 36 |

For:

Teacher candidates who are not previously certified and wish to earn a master's degree as well as initial certification in Childhood Education for Grades 1-6. Requirements include: 6 credits in each: English (Lit, Analysis, Writing), History/Social Science, Mathematics & Science plus 3 credits in a language other than English. Students must complete field requirements, including student teaching, as per NYS Certification requirements.

What you learn:

Our graduate childhood education degree provides valuable expertise in applying educational theory to daily practice. You will be equipped to create and maintain learning environments that are:

- Developmentally appropriate
- Productive
- Inclusive

We address the pertinent issues that affect today's classrooms and help you gain or develop the skills needed to facilitate a growth mindset in children, families, colleagues, and communities. Small class sizes allow you to build strong relationships with your professors, and many of our faculty members continue to provide mentorship and guidance long after graduation, offering invaluable support as you navigate your career.

How you learn:

Courses are all online, asynchronous.

Career Outcomes:

Candidates with this degree and certification will be able to teach Childhood Education grades 1-6.

Degree Requirements:

| | | |
|---------------------------|--|-----------|
| EDU 5012 | Apprentice Field Observations in Inclusive Classrooms (30 hours) | 0 |
| EDU 5020 | Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth-Grade 2, Childhood 1-6, Adolescence 7-12 | 3 |
| EDU 5130 | Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6, Adolescence 7-12 | 3 |
| EDUC 5040 | Interdisciplinary Birth-Grade-2, Childhood 1-6 and Middle Childhood Teaching Methods for Diverse Learners | 3 |
| EDU 5230 | Instructional Applications of the Internet – Integrating Digital Age Tools into Instruction, Classroom Management, Communication and Collaboration | 3 |
| EDU 5060 | Integrated Language Arts and Reading for the Inclusive Classroom of Diverse Learners in Early Childhood and Childhood Settings | 6 |
| EDUC 5030 | Methods of Teaching Science | 3 |
| EDU 5050 | Advanced Methods of Teaching Mathematics in Inclusive Early Childhood, Childhood and Middle Childhood Classrooms | 3 |
| EDUC 5479 | Pre-Student Teaching in Inclusive Classrooms (70 hours) | 0 |
| EDU 5240 | Diverse Abilities and Needs of Students in Inclusive Classrooms Birth Grade 2, Childhood 1-6 and Adolescence 7-12 | 3 |
| EDU 5090 | Methods of Teaching Social Studies in Birth-Grade 2, Childhood and Middle School Inclusive Classrooms | 3 |
| EDU 5595 | Student Teaching in Inclusive Classrooms (Full Time) | 6 |
| EDU 5510 | Student Teaching Seminar | 0 |
| Total Credit Hours | | 36 |

A total of **100 hours of observation/participation** in a field school are required prior to beginning student teaching. All candidates are required by NYSED to have **experience in a "high-needs" school setting**. These schools/districts are designated as such by NYSED.

For:

Experienced teachers who have earned a Master's Degree, and wish to obtain the New York State School Building Leader (SBL) certification. Candidates must hold three years of teaching experience.

What you learn:

The Post-Master's Advanced Certificate Program for School Building Leader (SBL) certification develops leadership in the areas of curriculum, assessment, administration, and supervision. The program focuses on providing a strong foundation in order to apply knowledge, concepts, and theory into practice. Through diverse and comprehensive experiences candidates will be exposed to strategies, theories, and fieldwork necessary to create and develop skills to address the challenges of our diverse learning communities and includes experiences in districts serving students at different development levels and with a variety of characteristics and socioeconomic backgrounds.

How you learn:

Courses are all online with four mandatory Zoom synchronous sessions per course. The first course required for the certificate program is EDU 5680: Leadership Theory and Practice. After this course is successfully completed, students may take all other coursework in any order. There will be assignments due at specific times. **Students are required to enroll in 2 courses per semester.**

Career Outcomes:

Candidates with this certification will be eligible for positions in school administration in New York State.

Degree Requirements:

| | | |
|--------------------|--|----|
| EDU 5680 | Leadership Perspectives: Theory and Practice | 3 |
| EDU 5682 | Educational Leadership for the Improvement of Instruction | 3 |
| EDU 5684 | Ethical, Moral, and Legal Aspects in School Leadership | 3 |
| EDU 5686 | Curriculum and Instruction: Design for Learning | 3 |
| EDU 5688 | School Based Administration and Management | 3 |
| EDU 5690 | Data and Program Analysis to Improve Teaching and Learning | 3 |
| EDU 5692 | School Finance | 3 |
| EDU 5694 | Internship for School Building Leaders | 3 |
| Total Credit Hours | | 24 |



For:

Experienced teachers who have earned a Master's Degree, and wish to obtain the New York State School District Leader (SDL) certification. Candidates must hold a minimum of three years full-time teaching or pupil personnel services experience in an N-12 setting and hold at least 45 graduate credits.

What you learn:

The Post-Master's Advanced Certificate Program for School District Leader (SDL) certification develops leadership in the areas of strategic planning, governance, compliance and supervision. The program focus on providing a strong foundation in order to apply knowledge, concepts, and theory into practice. Through diverse and comprehensive experiences candidates will be exposed to strategies, theories, and fieldwork necessary to create and develop skills to address the challenges of our diverse learning communities and includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds.

How you learn:

Courses are all online with four mandatory Zoom synchronous sessions per course. There will be assignments due at specific times. 150 Internship hours are required. Hours of internship may be completed in current school/district under guidance of a certified School District Leader. **Students are required to enroll in 2 courses per semester.**

Career Outcomes:

Candidates with this certification will be eligible for positions in district administration in New York State.

Degree Requirements:

| | | |
|---------------------------|---|-----------|
| EDU 5700 | Strategic Planning and Organizational Change | 3 |
| EDU 5702 | District Level Governance and Policy | 3 |
| EDU 5704 | District Resources and Compliance Administration | 3 |
| EDU 5706 | District Educational Programs: Administration and Supervision for Equity and Excellence | 3 |
| EDU 5708 | Internship for School District Leaders | 3 |
| Total Credit Hours | | 15 |



For:

Experienced teachers who have earned a Master's Degree, and wish to obtain the New York State Professional Administrator certification. Candidates must demonstrate that they have successfully completed three years of experience in classroom teaching, pupil personnel services, and/or educational leadership services in public or non-public schools (prekindergarten through grade 12) prior to starting the program.

What you learn:

The Post-Master's Professional Administrator Certificate Program develops leadership in the areas of curriculum, assessment, strategic planning, governance/compliance, administration, and supervision. The program focuses on providing a strong foundation in order to apply knowledge, concepts, and theory into practice. Through diverse and comprehensive experiences candidates will be exposed to strategies, theories, and fieldwork necessary to create and develop skills to address the challenges of our diverse learning communities and includes experiences in districts serving students at different development levels and with a variety of characteristics and socioeconomic backgrounds.

How you learn:

Courses are all online with four mandatory Zoom synchronous sessions per course. There will be assignments due at specific times. 300 Internship hours are required. Hours of internship may be completed in current school/district under guidance of a currently certified School District Leader.

Career Outcomes:

Candidates with this certification will be eligible for positions in school building and certain district administrative positions in New York State.

Degree Requirements:

| | | |
|---------------------------|--|-----------|
| EDU 5681 | Foundations of Educational Leadership | 3 |
| EDU 5683 | Ethical, Moral, and Legal Aspects of Education | 3 |
| EDU 5685 | Educational Leadership for Curriculum, Instruction, and Assessment | 3 |
| EDU 5687 | Operations and Management in Educational Settings | 3 |
| EDU 5689 | Data Analysis for Continuous Educational Improvement | 3 |
| EDU 5691 | Administration and Supervision for Equity and Excellence Improvement | 3 |
| EDU 5693 | Internship for Educational Leaders | 3 |
| Total Credit Hours | | 21 |



For:

Candidates must have a valid base teaching certificate in another area and an understanding of programming and coding. Candidates must hold a Bachelor or Master's degree. Program connects you with a community of computer science teachers.

What you learn:

This teacher-centric program enables you to earn the NY State Computer Science Certificate. Coursework allows educators to become more knowledgeable and adaptable in this constantly evolving field and empowers teachers to confidently utilize technological tools and resources in the classroom.

How you learn:

Courses are all online, asynchronous. There will be assignments due at specific times. Consists of 7-week sessions, two sessions per semester.

Degree Requirements:

| | | |
|---------------------------|---|-----------|
| EDU 5312 | Computer Science Methodologies and Tools to Reach All Learners | 3 |
| EDU 5313 | Impact of Computing: Networks, the Internet and Web Programming | 3 |
| EDU 5314 | Developing Algorithmic Thinking through Programming | 3 |
| EDU 5315 | Analysis and Advanced Concepts in Programming | 3 |
| EDU 5316 | Computer Science Curriculum Design | 3 |
| Total Credit Hours | | 15 |



For:

Experienced teachers who wish to earn an Advanced Certification in TESOL PK-12. 12 credits of foreign/modern language must be completed prior to completing the program; students should have a minimum of 3-6 credits prior to enrollment. Candidates in possession of a NYS initial teacher certification (in any area) will be able to apply for advanced certification with this program through the NYSED Teach Online system. Candidates must hold a Master's degree.

What you learn:

The TESOL (PK-12) Advanced Certification program will focus on evidence-based contemporary pedagogy and current research that informs, authentic classroom practices to support teachers working with culturally and linguistically diverse multilingual learners throughout the United States. Coursework incorporates a multimodal design infused with technology to support equity and inclusion in diverse learning environments. You will learn from faculty members who are highly-skilled classroom practitioners, internationally known researchers, and best-selling authors.

How you learn:

Courses are all online, asynchronous. There will be assignments due at specific times. Consists of 7-week sessions, two sessions per semester.

Degree Requirements:

| | | |
|---------------------------|--|-----------|
| EDU 5130 | Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 (10 Hours of Field Experience) | 3 |
| EDU 5257 | Curriculum, Instruction, and Assessment for English Learners/Multilingual Learners (ELs/MLs) in General and Special Education (10 Hours of Field Experience) | 3 |
| EDU 5252 | Introduction to Linguistics for TESOL and Bilingual Education Professionals | 3 |
| EDU 5140 | Teaching English as a New Language (ENL) (10 Hours of Field Experience) | 3 |
| EDU 5254 | Structure and Application of American English | 3 |
| EDU 5255 | Interdisciplinary Teaching Methods and English Language Arts for PK-12 Bilingual and English Language Learners (10 Hours of Field Experience) | 3 |
| EDU 5256 | PK-12 Bilingual and TESOL Teaching Practices and Assessment in the Content Areas (10 Hours of Field Experience) | 3 |
| Total Credit Hours | | 21 |



For:

Teachers certified in another area who wish to earn their advanced certification to teach students with disabilities in all grades PreK-12. Pre-requisites: six credits in ELA, six credits in math, six credits in social sciences, six credits in science. Credits may be earned at the undergraduate level, and must be completed prior to completing 12 credits of the Molloy graduate program. Candidates must hold a masters degree.

What you learn:

Candidates will be prepared to teach students with disabilities through the use of evidence based teaching approaches, cutting edge technology, in an intimate and personalized higher education setting.

How you learn:

Courses are all online, asynchronous. There will be assignments due at specific times. Consists of 7-week sessions, two sessions per semester.

Degree Requirements:

| | | |
|---------------------------|--|-----------|
| EDU 5020 | Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth-Grade 2, Childhood 1-6, Adolescence 7-12 | 3 |
| EDU 5130 | Meeting the Needs of Culturally Diverse Students in Inclusive Classrooms in Birth-Grade 2, Childhood 1-6 and Adolescence 7-12 | 3 |
| EDU 5240 | Diverse Abilities and Needs of Students in Inclusive Classrooms Birth Grade-2, Childhood 1-6, and Adolescence 7-12 | 3 |
| EDU 5275 | Characteristics of Students with Disabilities, Including Developmental Disabilities and Autism Spectrum Disorder | 3 |
| EDU 5276 | Assessment, Diagnosis and Evaluation of Students with Disabilities | 3 |
| EDU 5283 | Strategies, Methods and Environments for Teaching Students with Disabilities Pre-K -12 | 3 |
| EDU 5282 | Curriculum Content, Practices and Environmental Issues for Teaching Students with Disabilities Pre-K – 12 (Curriculum and Instructions for Students with Disabilities) | 3 |
| EDU 5608 | Practicum Experience | 3 |
| EDU 5235 | Practicum Seminar | 0 |
| Total Credit Hours | | 24 |

About Molloy University

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

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

Molloy faculty mentors will guide you along every step of the way. You will find a stimulating academic environment in all our graduate classes, which will help you to further your professional growth.

Admission Requirements

Master's and Certification candidates at Molloy University must submit the following: 1) Completed Application; 2) Official Transcripts from all institutions attended; 3) Goals Statement; 4) Current Resume 5) Two Letters of Recommendation; 6) Orientation/Interview. Admissions requirements may vary by program.

Doctoral Candidates at Molloy University must submit the following: 1) Completed Application; 2) Official Transcripts from all institutions attended; 3) Personal Goals Statement; 4) Sample of Scholarly Writing; 5) Current Resume 6) Three Letters of Recommendation; 7) Interview. Admissions requirements may vary by program.

Transfer Credits

Students who have completed graduate-level courses at another institution may transfer nine (9) credits with a grade of "B" or higher, if the courses are judged equivalent to those required in Molloy's Graduate Program. Transfer courses must have been completed within five years to be considered. Doctoral applicants may transfer up to twelve (12) graduate-level courses.

Cohort Information

These programs are dependent on a minimum of ten and class size is limited to 20 students.

Textbook Information

The Molloy Online Bookstore offers options for digital new and used textbooks. Visit the Molloy University Bookstore website at <https://www.bkstr.com/molloystore>.

Important Contacts

| | | | |
|-----------------------------|--------------|--------------|--|
| Graduate Information Office | Karen Miller | 516-687-8900 | kmiller@graduateprogram.org |
| Admissions Office | | 516-323-4000 | admissions@molloy.edu |
| Financial Aid Office | | 516-323-4200 | financialaid@molloy.edu |
| Student Accounts | | 516-323-4100 | officeofthebursar@molloy.edu |