MOLLOY UNIVERSITY
School of Education & Human Services

Teacher Education Department

Undergraduate and Dual Degree Student Handbook 2026 – 2027

Welcome to the Teacher Education Department!

Dear Teacher Candidate,

We are excited that you have chosen to pursue a career in education and are honored to be part of your journey toward becoming a teacher. Our department offers programs designed to prepare teachers for all grade levels and provide the knowledge, skills, and experiences needed to meet the diverse needs of your future students.

Our faculty bring extensive classroom experience and expertise in their fields to the courses they teach. They are dedicated to preparing you for today's classrooms and helping you grow as an educator. Through your coursework, you will have opportunities to use current technology and innovative teaching practices as you develop the skills needed to become an effective and thoughtful teacher.

You will also become part of a close-knit community. Our faculty, staff, and students work together to create an environment where everyone is encouraged to learn, collaborate, and support one another. Faculty are committed to your success, and your fellow teacher candidates can be an important source of encouragement and support.

Field experiences are an essential part of your preparation. Field supervisors bring valuable classroom and administrative experience and will support and guide you as you apply what you have learned in real classroom settings. Additionally, they will support you as you prepare to enter the job market.

As you progress through your program, this Student Handbook will be an important resource. It provides information about program requirements, policies, field experiences, professional development, graduation, and New York State certification. We encourage you to use the handbook throughout your time at Molloy to understand your responsibilities, stay organized, and successfully progress through your program.

The Teacher Education Department is a community that cares about you and your success. We encourage you to ask questions, build relationships, get involved, and make the most of your experience at Molloy.

Welcome to the Teacher Education Department. We are glad you are here!

Warmly,
The Teacher Education Department

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Molloy University's Mission Statement

Molloy University, an independent, Catholic university 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.

Teacher Education Department Program Learning Outcomes

Upon completion of Molloy's Teacher Education Programs, teacher candidates will be able to:

1. Demonstrate a high level of written and oral communication skills.
2. Demonstrate the dispositions, attitudes, and beliefs appropriate for teaching professionals.
3. Demonstrate reflective practice by utilizing research, assessment, and professional development to meet the needs of diverse student populations.
4. Acquire sufficient pedagogical knowledge and skills to translate into effective teaching.
5. Acquire sufficient content knowledge and skills to translate into effective teaching.

Teacher Education Programs

Molloy University's Teacher Education Programs provide students with the knowledge, skills, and values needed to earn an undergraduate, dual, or graduate degree in education and prepare for teaching positions in a variety of content areas.

The Molloy University Course Catalog, the Molloy University Student Handbook, and this Teacher Education Department Undergraduate Handbook are the primary sources of information regarding academic program requirements and the rules governing student life. Students should consult these resources regularly and should always refer to the catalog year corresponding to the year they entered Molloy University.

Your Responsibility as a Student

You are ultimately responsible for meeting **all requirements for graduation**.

Your faculty advisors—one from Education and one from your content area—will help you plan your coursework and answer questions about your program. However, advisors are not responsible for ensuring that you have met every requirement for your degree.

You should regularly review your degree audit in Stellic, Molloy's online academic planning and advisement system, to monitor your progress toward degree completion.

If your circumstances change and you need to modify your plan of study, consult your faculty advisor as soon as possible. Your advisor can help you determine what adjustments may be necessary to remain on track for graduation.

Students are expected to refer to the Molloy University Student Handbook, the Teacher Education Department Student Handbook, and the course syllabi provided by their instructors. The Molloy University Student Handbook outlines university-wide policies and procedures, while the Teacher Education Department Student Handbook provides policies, program requirements, and expectations specific to education majors. Course syllabi provide important information about individual courses, including course expectations, assignments, grading policies, and attendance requirements. Students are responsible for reviewing all three sources and referring to the appropriate resource whenever questions arise about university policies, departmental requirements, or course expectations.

Program Pathways

The Teacher Education Department offers programs through two primary pathways:

- Four-Year Undergraduate Program leading to a bachelor's degree.
- Five-Year Dual-Degree Program leading to a combined bachelor's and master's degree.

Both pathways offer programs that prepare students for New York State teacher certification in the following areas:

- Early Childhood Education — Birth–Grade 2
- Childhood Education — Grades 1–6
- Adolescence Education — Grades 7–12, with content areas in:
  - Biology
  - Earth Science
  - English
  - Mathematics
  - Spanish
  - Social Studies
- Students with Disabilities — PreK–Grade 12
- TESOL (Teaching English to Speakers of Other Languages) — PreK–Grade 12
- Educational Technology — PreK–Grade 12

A complete list of programs and their specific requirements is available in the Molloy University Undergraduate Course Catalog. Students should consult the catalog year corresponding to the year they entered the University.

Definitions

The following terms are used throughout the Education Programs:

Teacher Candidate: A student formally enrolled in an education program.

Preservice Teacher: A student preparing to enter the teaching profession.

Four-year program: Refers to the program that leads to a Bachelor of Science or Bachelor of Arts degree. It typically takes four years to complete this program.

Five-year program or Dual Degree Program: Refers to the program that leads to a combined bachelor's and master's degree. It typically takes five years to complete this program

Education Canvas Course

Every student in the Education Program has access to the Education Canvas course, which serves as an important resource throughout the program.

The Education Canvas course contains:

- Important information about the Education Programs.
- Links and resources to help students meet the requirements outlined in this handbook.
- Assignments and forms that students must complete throughout the program.
- Information and resources to help students stay organized and track the tasks they need to complete for graduation and New York State certification.

Teacher candidates should check the Education Canvas course regularly and use it as a central resource for managing their program requirements and responsibilities.

Email Accounts

Students are expected to utilize their Molloy e-mail account or Canvas when communicating throughout their program with faculty and staff. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication in a timely manner.

Admission Requirements

Students may be accepted into Molloy University's Education Programs upon admission to the University. Students who wish to change their major to Education after enrolling at Molloy must have an overall GPA of at least 3.0. The Chairperson of the Teacher Education Department reviews applications for a change of major and determines acceptance into the Education Program.

Requirements Before Taking Education Courses

Before students take their first education course, all students in the Education Program must:

1. Have Sophomore standing.
2. Have a minimum overall GPA of 3.0.
3. Earn a B or better in ENG 1100. If the student does not earn a B or better in ENG 1100, a B or better must be earned in ENG 1200.
4. Participate in Education Orientation.
5. Complete an Education interview.

Academic and Grading Requirements

Four-Year Baccalaureate Program

Teacher candidates in the four-year program must:

- Earn a minimum cumulative GPA of 3.0 before beginning education courses and maintain this GPA while enrolled in the Education Program.
- Earn a minimum grade of B- in all education courses.
- Earn a C or better in all content courses.

Five-Year Dual-Degree Program

Teacher candidates in the five-year program must:

- Attain Sophomore status before beginning education courses.
- Earn a minimum cumulative GPA of 3.2 before beginning graduate-level education courses.
- Maintain a minimum cumulative GPA of 3.2 throughout the Education Program.
- Earn a minimum grade of B in all education courses.
- Earn a C or better in all content courses.

Repeating Education Courses

- Students may repeat an education course one time.
- A maximum of two education courses may be repeated while enrolled in the Education Program, and each course may be repeated only once.
- Students who do not meet the required grade in an education course after taking the course a second time, will be dismissed from the Education Program.

Withdrawal from Education Courses

- Students may withdraw from the same individual education course a maximum of **one time**.
- For further information on withdrawals, refer to the Undergraduate Course Catalog.
- View the Academic Calendar for the last day to withdraw dates.

Student Evaluation Standards

Evaluation of academic performance in every course, including field courses, is described in the individual course syllabus.

Evaluation criteria are based on successful completion of course objectives and may include a variety of assignments and learning activities, such as:

- Exams
- Papers
- Oral presentations
- Lesson plans
- Teaching performances
- In-class activities
- Asynchronous learning activities

Students should review each course's syllabus carefully to understand the specific evaluation criteria and expectations for that course.

Grade Appeal Process

Students who have questions or concerns about a grade earned during the semester or a final course grade may appeal the grade by following the process outlined below. All appeals must be initiated within the applicable timeframe.

Grade Appeal Timeframes

- **Grades earned during the semester:** Students have ten (10) school days from the date the grade is posted to initiate an appeal.
- **Final course grades:** Students have thirty (30) calendar days from the date the final grade is posted to initiate an appeal.

Informal Grade Appeal Process

Students should attempt to resolve grade concerns through the following steps, in order:

1. **Contact the course instructor** to discuss the grade and seek clarification or resolution.
2. **Contact the Teacher Education Department Program Director or Chairperson** if the concern cannot be resolved with the instructor.
3. **Contact the Associate Dean or Dean of the School of Education and Human Services** if the concern remains unresolved.
4. **Initiate the formal grade appeal process** outlined in the University course catalog if the concern cannot be resolved through the informal process.

Formal Grade Appeal Process

If the concern remains unresolved after completing the informal process, students should follow the formal grade appeal procedures and guidelines outlined in the Undergraduate Student Handbook. As part of the process, the form in Appendix A of the Undergraduate Student Handbook must be completed and submitted as directed.

Incompletes

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

Students with "Incompletes" at the end of the term will not be awarded degrees. Pending graduates must have all grades recorded prior to the degree award date in the Academic Calendar or be denied approval for graduation.

For further information regarding incompletes, please refer to the Undergraduate Course Catalog.

Attendance

The general Molloy University attendance policies, including procedures for health emergencies, medical excuses, athletic travel, religious observances, never attended, and stopped attending, are located in the Undergraduate Course Catalog. In addition, faculty may establish their own attendance policy located in the syllabus for each course.

Use of Generative Artificial Intelligence (AI)

Generative artificial intelligence (AI) tools are increasingly available and are shaping the future of work, research, and technology. However, inappropriate use of these tools may conflict with Molloy University’s academic integrity guidelines.

Students may not use artificial intelligence (AI) or other automated tools to create, generate, or substantially modify work submitted for academic credit unless the use has been expressly authorized by the instructor.

When AI use is authorized, students must follow the instructor’s requirements regarding appropriate use and disclosure.

Unauthorized use of AI may constitute a violation of Molloy University’s Statement of Academic Integrity.

Faculty may use CopyLeaks to monitor unauthorized use of AI tools. Students are responsible for understanding Molloy University policies regarding cheating, plagiarism, facilitating academic dishonesty, and fabrication, as well as the penalties associated with these behaviors.

Academic Integrity

Academic integrity exists in an environment where students are committed to honesty and truth in scholarship and research. Based on the Dominican tradition of veritas (truth) and one of its pillars study, academic integrity is striving to do one's best work in a way that does not cheat, demean, or manipulate others. This may be defined as changing facts, presenting others' ideas as your own, misleading a faculty member, poor work, and other means. At Molloy, success is expressed by your commitment to academic excellence with respect for each person. For a full list of the expectations of academic integrity for all students, please see the Undergraduate Course Catalog. Academic infractions include, but are not limited to, cheating, fabrication, facilitating academic dishonesty, plagiarism, and falsifying documents.

Transfer Students

Students transferring to Molloy University with an interest in Education must first contact the Office of Admissions and be accepted by the University.

Credits earned at other academic institutions may be accepted toward an Education degree in accordance with Molloy University's admissions and transfer policies.

After being accepted to the University, transfer students must meet with a representative from the Teacher Education Department to determine an appropriate course of study.

Academic Planning and Degree Progress

Individualized plans of study are prepared for students when they enter the Education Program. These plans follow the eight- or ten-semester plan for the program in which the student is enrolled.

Students should use their individualized plan of study together with Stellic, Molloy's online advisement platform, during advising meetings to ensure that they meet degree requirements.

Generic program plans are available in the Education Canvas course.

Students should regularly:

- Review their degree audit in Stellic.
- Compare their degree audit with their individualized plan of study.
- Discuss any discrepancies or changes with their faculty advisors.

Important Program Policy

The Molloy University School of Education and Human Services reserves the right to make necessary changes to programs and courses in response to regulations issued by

the New York State Education Department (NYSED) regarding teacher certification policies.

Such changes become effective according to the dates specified by the New York State Education Department.

Field Experiences

Field experiences are an essential component of the Education Program. They provide teacher candidates with opportunities to integrate theory and practice through experiential learning in P–12 school settings, as required by New York State.

General Field Experience Policies

The Field Placement Office secures P–12 school placements for teacher candidates. Teacher candidates must:

- Successfully complete the required field experiences for their program, including EDU 2300, pre-student teaching, and student teaching.
- Accept all placements provided by the Field Placement Office.
- Follow the academic calendar of the school in which they are placed.
    - For example, a teacher candidate may be required to student-teach during Molloy's spring break but will be off when the P–12 school is closed for its February winter recess.
- Participate in all required seminars, Field Placement Orientations, and Mock Interviews conducted by the Field Placement Office.

Field Work Progression

Four-year Education Programs require three field courses, while five-year Education Programs require four field courses, including two semesters of student teaching.

The Field Placement Office will secure field placements for all teacher candidates.

Candidates must successfully meet the requirements of each field experience before progressing to the next stage.

EDU 2300: Field Experience in a School Setting

Requirement Before Registration

NYS fingerprinting must be completed before registering for EDU 2300.

Information regarding completion of the fingerprinting requirement is available in the Education Canvas course.

Field Experience Requirements

EDU 2300 is a 30-hour field experience that must be completed in a high-need school district.

The Field Placement Office will place teacher candidates in a school or district. Teacher candidates are responsible for coordinating their observation hours with the school or district based on their course schedule.

Teacher candidates may not miss Molloy classes because of observation hours.

Successful Completion

To successfully complete EDU 2300, teacher candidates must:

- Receive a positive evaluation from the cooperating teacher.
- Submit a log documenting all field hours completed.
- Successfully complete all required assignments.

Pre-Student Teaching

EDU 3551 — Four-Year Program
EDU 5479 — Five-Year Program

Pre-student teaching requires 70 hours of fieldwork and includes two lessons observed by the field supervisor and cooperating teacher.

Teacher candidates will also participate in six seminars held on campus. Seminar dates will be determined in collaboration with the field supervisor.

The Field Placement Office will place teacher candidates in a school or district. Candidates are responsible for coordinating their observation hours with the school or district based on their course schedule.

Teacher candidates may not miss Molloy classes because of observation hours.

Successful Completion

To successfully complete pre-student teaching, teacher candidates must:

- Receive positive evaluations from their field supervisor and cooperating teacher(s).
- Submit a log documenting all field hours completed.

- Successfully complete all required assignments.
- Attend all seminars.

Student Teaching

EDU 4812 — Four-Year Program
EDU 5505 and EDU 5506 — Five-Year Program

Requirements Before Student Teaching Placement

Before the Field Placement Office begins securing a student teaching placement, candidates must:

1. Complete all paperwork provided by the Field Placement Office.
2. Complete all required New York State workshops, including:
    a. Child Abuse Identification and Reporting
    b. Dignity for All Students (DASA)
    c. School Violence Prevention and Intervention

Details regarding registration for these workshops are available in the Education Canvas course.

Student Teaching Schedule

Student teaching requires teacher candidates to teach in their assigned school five days per week for the entire semester.

Student teachers must follow the school's academic calendar, not Molloy University's academic calendar.

The Field Placement Office will place teacher candidates in their student teaching schools.

In addition to registering for the student teaching course, candidates must register for the appropriate seminar course:

- Four-Year Students: EDU 4900

- Five-Year Students: EDU 5596 and EDU 5597

The student teaching seminar meets weekly on campus throughout the semester.

Successful Completion

To successfully complete student teaching, teacher candidates must:

- Receive positive evaluations from both the field supervisor and cooperating teacher(s).

- Submit a log documenting all field hours completed.
- Successfully complete all required assignments.
- Attend weekly seminars.

Signature Assignments and Electronic Portfolio

Upon registering for their first education course, undergraduate students will register for EDU 1000: E-Portfolio, which includes a subscription to Anthology Portfolio.

All teacher candidates must submit designated signature assignments to their Anthology electronic portfolio as directed by course instructors.

Teacher Candidate Responsibilities

Teacher candidates are responsible for:

- Submitting all signature assignments by the deadlines established by course instructors.
- Maintaining their electronic portfolio throughout the Education Program.

Failure to submit required signature assignments on time may result in a failing grade for the assignment and may prevent the candidate from progressing to the next phase of coursework.

Graduation and New York State Certification Requirements

To be recommended for graduation and New York State Initial Teaching Certification, teacher candidates must complete all applicable University, program, and New York State requirements.

Requirements include:

- Creating a New York State TEACH account. See the Education Canvas course for more information.
- Successfully completing all required Molloy University Education Program coursework.
- Completing all required New York State workshops:
    - Child Abuse Identification and Reporting (Second Update)
    - Dignity for All Students (DASA)
    - School Violence Prevention and Intervention
    - These workshops must be completed and uploaded to the Education Canvas Course before student teaching.
    - Additional information is available in the Education Canvas course.
- Completing New York State fingerprinting requirements.
    - Fingerprinting must be completed before registering for EDU 2300.
    - Additional information is available in the Education Canvas course.
- Successfully completing the applicable New York State Teacher Certification Examinations.
    - These examinations are required for certification but not for graduation.
- Completing all other applicable program requirements, including the Molloy Professional Development Requirement described below.

Molloy Professional Development Requirement

Teacher candidates must attend a minimum of six approved professional workshops before graduation to be recommended for graduation and New York State certification.

Workshop Requirements

For each approved workshop attended, teacher candidates must:

- Attend the workshop.
- Complete the Workshop Reporting Form and upload it to the Molloy Professional Workshop assignment in the Education Canvas course.

Finding Upcoming Workshops

Each Wednesday, teacher candidates receive a Workshop Wednesday email featuring upcoming professional workshops and events.

The Workshop Wednesday email includes:

- Information about upcoming workshops.
- A link to the Workshop Calendar.
- A link to the Workshop Reporting Form.

The Workshop Calendar and Reporting Form are also available at any time through the Education Canvas course.

Teacher candidates are encouraged to check the Workshop Wednesday email regularly and keep track of the workshops they attend throughout their program. Documentation for each workshop should be submitted by uploading the completed Workshop

Reporting Form to the Molloy Professional Workshop assignment in the Education Canvas course.

Preparing for Graduation

Students who have one year remaining in their program should contact The Hub (formerly known as the Student Solution Center) to request a graduation audit. This audit helps ensure that students meet all degree requirements.

Students must also apply for graduation through Lions Den by the appropriate deadline:

Graduation Term	Application Deadline
Fall (December)	October 1
Intersession (January)	October 1
Spring (May)	February 1
Summer (August)	March 1

New York State Teaching Certification

Teacher candidates who successfully complete all requirements of Molloy University, their specific Education Program, and the applicable New York State Teacher Certification Examinations are eligible for Initial Certification in New York State.

Molloy University's Certification Officer will verify that all requirements have been met and submit the University's recommendation for Initial Certification to the teacher candidate's New York State TEACH account through the certification portal.

The recommendation will be submitted approximately 3–4 weeks after the Registrar's Office confers the degree, which typically occurs about 2 weeks after the end of the semester.

Once the recommendation has been submitted, the Certification Officer will email teacher candidates with instructions for applying for their New York State teaching certificate through the TEACH certification portal.

Initial Certification

Candidates must:

- Complete all applicable program requirements.
- Pass the applicable New York State Teacher Certification Examinations.

Professional Certification

Following Initial Certification, teachers may be eligible to apply for Professional Certification after completing:

- A graduate degree in an acceptable field.
- Three years of paid teaching experience.

Five-Year Dual-Degree Program Graduates

Students who successfully complete the five-year Dual-Degree Program earn:

- A bachelor's degree and a master's degree.
- A recommendation from Molloy University for New York State Initial Teaching Certification, upon successful completion of all applicable requirements.

After graduation and successful completion of the applicable examinations, teacher candidates may apply for Initial Certification.

After completing three years of paid teaching experience in their area of certification, teachers may be eligible to apply for Professional Certification.

Academic and Professional Advisement

Every student at Molloy University is assigned a full-time faculty member as an academic advisor. Whether students attend part-time or full-time, maintaining progress toward graduation is a shared responsibility between the student and faculty advisor.

Each student in the Education Program will have two academic advisors:

- One advisor from the Teacher Education Department.
- One advisor from the student's content area.

Required Advisement

Students are required to meet with their faculty advisors at least once each semester.

During these meetings, students and advisors typically:

- Review academic progress.
- Discuss areas of strength and challenge.
- Review graduation requirements.
- Discuss scholarships and financial considerations.
- Explore employment and career opportunities.
- Plan course schedules and registration.
- Discuss opportunities for graduate school and other continuing education.
- Address concerns identified through midsemester reviews or other academic assessments.

Advising as a Support System

Academic advisors are an important source of support for students' academic and professional needs. Advisors can assist with course planning and registration and can provide referrals for academic support, including writing and subject-matter tutoring.

Faculty advisors can also provide professional guidance related to career planning, graduate school, and other continuing education opportunities.

Students are strongly encouraged to maintain open and ongoing communication with their faculty advisors regarding academic progress, professional development, and any circumstances that may affect their ability to successfully complete the Education Program.

Molloy University Dispositions for Teaching

Teacher candidates at Molloy University are reflective practitioners who continually evaluate the effects of their choices and actions on students, parents, and other professionals within the learning community. They actively seek opportunities for professional growth and development (INTASC Principle #9).

Teacher candidates who complete Molloy University's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their teaching. These **dispositions**, which directly impact student learners, are demonstrated when candidates:

- **Belief in all learners:** Believes that every child can learn.

- **Diversity:** Embraces a mindset that respects different identities, thoughts, and experiences.
- **Ethics and laws:** Understands and applies ethical rules, laws, and school policies.
- **Social justice:** Supports practices that give all students fair and equal education.
- **Student growth:** Helps students grow in smart, social, and emotional ways.
- **Reflective practice:** Uses research and self-reflection to meet the needs of diverse learners.
- **Passion:** Shows deep commitment and excitement for teaching and learning.
- **Safe environment:** Creates and keeps a safe, supportive classroom.
- **Lifelong learning:** Wants to keep growing personally and professionally.
- **Collaboration:** Works together with families, staff, and the community to help students succeed.

Assessment of the Dispositions for Teaching

Dispositions for teaching are introduced at the beginning of the Undergraduate Education Program and assessed periodically throughout the program and at the end of the program.

Candidates who demonstrate a lack of the dispositions necessary for teaching may be:

- Counseled out of the Teacher Education Program.
- Advised to explore other career options.
- Required, when appropriate, to meet with the Dispositions Committee, the Student Empowerment Lead, the Chairperson of the Teacher Education Department, and/or the Associate Dean or Dean of the School of Education and Human Services.

Candidates who consistently demonstrate a lack of the dispositions required for teaching will be required to withdraw from the Teacher Education Program.

Tuition Considerations for Five-Year Dual-Degree Students

In general, students in the five-year Dual-Degree Program are coded as undergraduate students for their first 3½ years (seven semesters) and as graduate students for their final 1½ years (three semesters).

This change in student status has financial implications.

For example:

- When coded as an undergraduate student, the flat tuition rate covers 12–16 credits.
- When coded as a graduate student, students pay per credit. The cost per credit may be based on whether the course is undergraduate or graduate level.

- Students who receive undergraduate scholarships or financial aid may lose some or all of that assistance when they become coded as graduate students.

Students in the five-year program are strongly encouraged to review the Molloy University tuition guidelines and contact the Bursar's Office and Financial Aid Office with questions about their individual financial circumstances.

Students in the five-year program must follow the ten-semester plan for their program, which identifies when undergraduate- and graduate-level courses should be taken.

The Education Learning Studio (K324)

We are fortunate to offer our education students a dedicated space in the Dr. Joanne O'Brien Room (Kellenberg Hall, Room 324), an Education Learning Studio designed to be a welcoming and collaborative environment. The studio provides a place to study, work with classmates, use technology, print materials, and access teaching resources, including arts and crafts supplies and classroom materials. We encourage students to make this space their own and take full advantage of the resources and opportunities it offers throughout their time in the Teacher Education Department.

The Education Club

We also encourage you to become involved beyond the classroom through the Molloy Education Club. The club offers opportunities to participate in service-learning experiences, professional activities, and fun events that allow you to build friendships and camaraderie with your peers. These experiences can become an important part of your time at Molloy and help you connect what you are learning in your courses to the broader teaching profession.

For further information, click here.

Student Counseling Center

The Student Counseling Center (SCC) is a free and confidential counseling service available to all currently enrolled Molloy University students. The Student Counseling Center (SCC) is a free and confidential counseling service available to all currently enrolled Molloy University students.

For further information or to make an appointment with the SCC visit the Molloy SCC webpage.

The Center for Access and Disability (Access)

Molloy University provides a supportive environment for students 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)
- Section 504 of the Rehabilitation Act of 1973

The Center for Access and Disability (Access) at Molloy University strives to provide access to an equal educational experience for qualified students with documented disabilities, while ensuring that the integrity of all university standards and requirements is maintained. In support of the University's commitment to transformative education, Access aspires to educate the Molloy community to increase awareness, knowledge, and integration of those with disabilities.

For further information on Access, visit the Access webpage.

Important Resources

WHEN IN DOUBT - *CONNECT WITH STUDENT SUCCESS RESOURCES!*

BLENDED & ONLINE LEARNING
blendedonline@molloy.edu
- Navigate Hybrid and Online Courses
- Tips for Online Success

BURSAR'S OFFICE
Wilbur Arts - 234
- Help with Tuition Bills
- Create Payment Plans
- Process Tuition Refunds
- Complete NYS TAP Certification

CAREER CENTER
Public Square -320
- Review Resume/Cover Letter
- Search for Job/Internship
- Job Fairs & Networking Events

CENTER FOR ACCESS AND DISABILITY
Casey - 017
- Register for Accommodations for Documented Disability/Chronic Illness
- Seek Temporary Accommodations for Injuries/Surgeries

FINANCIAL AID OFFICE
Wilbur Arts-236
- Apply for Financial Aid
- Find Scholarships and Grants
- Complete FAFSA
- Secure PELL/Federal & TAP/State Aid
- Consider/Accept Loans
- Apply for Work Study Jobs

HEALTH SERVICES
Wilbur Arts-103B
- Physical Health Consultation and Triage
- Accessing Student Health Insurance
- Immunization Requirements
- Notification of Emergency Hospitalization
- Referrals to Health Care Providers

THE HUB
Wilbur Arts -102
- Register/Add/Drop Class
- Navigate Lions Den
- Academic Planning/Change of Major/ Minor
- Conect Students with Resources, Departments & Services
- Inform Students About Key Aspects of College Life, Including Degree Requirements. Course Registration, Payment Deadlines, Policies & More

JET LIBRARY
Kellenberg 2nd Floor
- Access & Evaluate Sources
- Find Print & Electronic Resources
- 1 on 1 Research Appointments
- In Person/Remote Librarian Assistance

LEARNING COMMONS
in the Jet Library
- Walk-in Subject Tutoring
- Walk-in Assistance for Writing

REGISTRAR'S OFFICE
Wilbur Arts-235
- Course Registration
- Transcript Requests
- Enrollment Verifications
- Separation from University
- Change of Majors/Minors
- Graduation Application

RESIDENCE LIFE
Office in Maria Regina Hall
- Live on Campus

STUDENT AFFAIRS
Public Square-330
- Support for Student Concerns & Issues
- Connection to Campus Resources
- Molloy Food Pantry & Student Success Fund

STUDENT COUNSELING CENTER
Public Square-030
- Free Confidential Personal/Group Counseling
- Schedule Remote Counseling
- Mental Health Crisis Support

STUDENT INVOLVEMENT
Visit life.molloy.edu or download the CORQ app
- Molloy Student Government (MSG)
- Clubs & Campus Events
- Leadership Programming

STUDENT SUCCESS & ASSESSMENT
Kellenberg Hall - 009
- Academic Exceptions, Approval & Interventions
- Probationary Student Advisement and Support
- Wrap-around Support (Financial Aid, Bursar, Registrar, HR, Student Affairs)
- Supportive Services Referral and Outreach

TECHNOLOGY SUPPORT SERVICES
Kellenberg- 022
- 516.323.4800 (from 8 a.m. to 10 p.m.)
- Resolve Login Problems
- Support for Access to Canvas

TUTORING SERVICES
Public Square-371
- Improve Course Material Mastery
- Sign up for Free Tutoring
- Apply for Paid Tutoring Position
- Expand Study Skills

WRITING CENTER
Kellenberg-218
- Support with Writing Assignments
- Use of AI Guidance



MOLLOY UNIVERSITY

Your Academic & Personal SUCCESS at Molloy starts with you!

studentsuccess@molloy.edu | Kellenberg Hall Room 009

Student Responsibility Checklist

Teacher candidates should regularly review the following:

- ☐ My degree audit in **Stellic**
- ☐ My individualized plan of study
- ☐ The **Molloy University Course Catalog** for my catalog year
- ☐ My Education Program requirements
- ☐ My Education course grades and cumulative GPA
- ☐ My content-area GPA and course grades
- ☐ My field experience requirements and deadlines
- ☐ My NYS fingerprinting status
- ☐ My required NYS workshops
- ☐ My Molloy professional workshop requirement
- ☐ My signature assignments and electronic portfolio
- ☐ My New York State **TEACH account**
- ☐ My graduation application deadline
- ☐ My certification requirements
- ☐ Regular communication with both of my faculty advisors

When in doubt, ask. Your faculty advisors, the Teacher Education Department, the Field Placement Office, the Certification Officer, The Hub, the Bursar's Office, and the Financial Aid Office are available to help you navigate the various requirements associated with your degree and future teaching certification.

APPENDIX A

Acknowledgement of the Undergraduate/ Dual Degree Education Programs Student Handbook

STUDENT HANDBOOK AGREEMENT FORM

I _____
(Print Student Name) attest to the fact that I have read the entire Molloy University School of Education and Human Services TED Undergraduate/ Dual Degree Education Programs Handbook, and that I understand all of the contents contained therein. I understand that although TED faculty have provided detailed information and examples, it may not be possible to conceptualize or document every situation that may arise during the program requiring University/Faculty intervention. Accordingly, the University and faculty reserve the right to address circumstances as they arise, including those not specifically addressed in the handbook. I further understand that the handbook will be updated periodically to include new information or requirements and that I will be responsible for reviewing and complying with any updates that are released.

My signature below indicates my agreement to comply with the policies and requirements designated in this handbook, including any subsequent updates.

Student Name (Print): _____
Student Name (Signature): _____
Date: _____

Note: This form must be signed and returned to Kate Carrigan in K217 or via email at kcarrigan2@molloy.edu

APPENDIX B

Faculty Letter of Recommendation/ Reference Request Form

To make the process of receiving a letter of recommendation more efficient, please complete parts A and B of this form. Send this form with an up-to-date resume to the faculty member.

Letters of recommendation take time, please allow two weeks for the letter to be written. This may take longer depending on the number of requests received.

Please note: Letters of recommendation are at the discretion of the faculty member; they are not guaranteed.

Part A: FERPA Release Form

I, _____, Student ID Number _____, authorize

_____ to write a letter of recommendation on my behalf to:

Recipient Name	
Address	
Phone Number	
Email	

The following information may be included in the recommendation letter (mark all that apply):

☐Grades ☐Courses Attended

☐GPA ☐Academic Performance

☐Class Rank ☐Other: _____

In addition, ☐**I waive**/ ☐**I do not waive** my right to review a copy of the letter at any time in the future.

_____ _____

Student Signature Date

Part B: Letter of Recommendation Request Form

Name: _____

Date you need letter by: _____

Year in program: _____GPA:_____

Professor you need letter from: _____

What is this letter for? *Be specific*: job, scholarship, etc.

List any teaching or related activities, awards, or other accomplishments (conferences, presentations, volunteer experiences, etc.) you would like to be noted. Why do you feel these are important? How do they connect to what you are applying for?