MOLLOY UNIVERSITY
School of Education & Human Services

Teacher Education Department

GRADUATE & ADVANCED CERTIFICATE STUDENT HANDBOOK

Graduate Studies including:
Master of Science (M.S.) in Education
Advanced Certificate Programs in Education
Academic Year 2026-2027

1000 Hempstead Ave, K217, Rockville Centre, NY 11570

Molloy University's School of Education and Human Services Teacher Education Department

For more than 70 years, Molloy University has been a leader in teacher education, dedicated to preparing compassionate, skilled, and transformational educators. The Teacher Education Department offers Graduate Degree and Advanced Certificate Programs that prepare individuals to become effective classroom teachers and leaders by combining theoretical knowledge with the practical skills needed to support student learning and development. Completion of all Teacher Education programs meets the requirements for New York State certification.

Molloy University 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.

Mission of the School of Education and Human Services

Molloy University's founding principles of study, spirituality, service and community are well-represented by our outstanding students, faculty and alumni in the fields of Education, Social Work and Clinical Mental Health Counseling. Our programs teach, inspire, and prepare professionals to become reflective practitioners who transform their communities by serving each individual in their care.

Accreditation

Molloy University is currently pursuing accreditation of its educator preparation programs by the Association for Advancing Quality in Educator Preparation (AAQEP). Pursuant to §52.21 of the Regulations of the Commissioner of Education, the educator preparation programs offered by Molloy University are considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation.

Reciprocity

New York State participates in reciprocity agreements with many other states. Graduates who earn their degree and NYS teaching certification may be eligible to pursue certification in the following states, although each state may have additional requirements: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

Welcome

Dear Incoming Student,

Welcome and congratulations on your acceptance into the Graduate/ Advanced Certificate Teacher Education Program at Molloy University! This is a wonderful accomplishment, and you should be very proud of yourself. This is the first step in a journey that will shape not only your future, but the futures of the many students you will one day teach.

We are very excited to welcome you into our community of educators, scholars, and mentors. At Molloy, you will find a program grounded in practical, hands-on learning, one that prepares you not just to pass exams, but to walk into a classroom one ready to teach with confidence, compassion, and skill. Our faculty are practitioners as much as they are professors, and they are deeply invested in your growth every step of the way.

Over the course of this program, you will build a strong foundation in pedagogy, deepen your understanding of how children and adolescents learn, and develop the tools to reach every learner in your future classroom, including the multilingual learners and diverse students who make our schools such rich places to teach and learn. You will be challenged, supported, and inspired, often all in the same class period.

We know that graduate school is a significant commitment, and many of you are balancing this new chapter with careers, families, and other responsibilities. Please know that you are not alone in this. Your professors, advisors, and fellow students are here to support you throughout your time at Molloy, and this handbook is designed to be a resource you can return to whenever you have questions along the way.

Again, congratulations on this exciting next step. We cannot wait to see the incredible teacher you are becoming.

Warmly,

Graduate Teacher Education Programs
at Molloy University

GRADUATE & ADVANCED CERTIFICATE STUDENT HANDBOOK **1**

Molloy University's School of Education and Human Services Teacher Education Department 2
Molloy University Mission Statement 2
Mission of the School of Education and Human Services 2
Accreditation *2*
Reciprocity *2*

WELCOME **3**

TEACHER EDUCATION DEPARTMENT PROGRAM LEARNING OUTCOMES **5**

Program Overview 6
Graduate Admissions Requirements 8
Transfer credit *9*
Matriculation Policy *9*
General Information for Students 9
New Student Orientation *9*
Status Sheet *10*
Advisement *10*
Course Descriptions *11*
Program Communication and Expectations of Student Communication *11*
New York State Education Department Required Workshops *11*
Molloy University Teacher Education Workshops *12*
Program Exit Requirements 13
Graduate Students *13*
Advanced Certificate Students *13*
When do I get certified? *13*
Field, Student Teaching, and Practicum 13
Initial Teaching Programs *13*

FIELD EXPERIENCES **14**

REQUIRED COURSEWORK **14**

TEACHING **14**

COURSE: *EDU 5479 PRE-STUDENT TEACHING IN INCLUSIVE CLASSROOMS (PASS/ FAIL, 0 CR.)* **14**

Professional Teaching Programs *15*

FIELD EXPERIENCES **15**

REQUIRED COURSEWORK **15**

Program Policies 15
Attendance and Lateness *15*
Class Participation *16*
Academic Support *16*
Accommodations *16*
Non-Discrimination and Harassment Policies *17*
Grading Policies *17*
Incompletes *17*
Repeating Courses *17*
Course Grade Changes *18*
Grade Reports and Transcripts *18*

HONOR PLEDGE AND ACADEMIC HONESTY 18
STUDENT EXPECTATIONS 19
Dispositions *19*
Program Progression *19*
Portfolio and Signature Assignments *19*
Academic Leave (One - Two Semesters) *20*
Academic Standing *20*
Academic Concern Notice *21*
Academic Probation *21*
Suspension and Dismissal *21*
Program Withdrawal *21*
Appeals *21*
RESOURCES FOR STUDENTS 22
Technology Use Expectations and Digital Competencies *22*
Canvas *23*
Technology Support Services *23*
Library and Research Tools *23*
FINANCIAL OBLIGATIONS 23
Student Loans *23*
Scholarships *24*
STUDENT SERVICES AND INFORMATION 24
Student Solution Center *24*
Student Counseling Center *24*
Career Services *24*
Academic Service Learning *24*
Student Identification Card and Parking Passes *25*
Emergency Notification System *25*
Public Safety *25*
Weather Policy *25*
Transportation *25*
OTHER PROCEDURES AND CONSIDERATIONS FOR STUDENTS 25
Faculty Endorsement Policy (Letters of Recommendation) *25*
Social Media Guidelines *26*
PROFESSIONAL ASSOCIATIONS, CERTIFICATIONS, AND LICENSURE 26
Molloy Life and Student Organizations *26*
THE EDUCATION LEARNING STUDIO (K324) 26
ACADEMIC & PROFESSIONAL HONOR SOCIETIES 27
Student Organizations *27*
PROGRAM EVALUATION AND FEEDBACK 28
Curriculum and Program Improvement *28*

APPENDIX A **29**

APPENDIX B **30**

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.

Program Overview

Molloy University's School of Education and Human Services Teacher Education Department (TED) offers Graduate/ Advanced Certificate Programs designed to prepare teachers and leaders for New York State certification, career advancement, and in-demand roles in education. Molloy's Master of Science Degree offers a variety of education programs for those seeking initial certification (career changers or those that completed a bachelor's degree in an area other than education) or professional certification (for those that have completed a teacher-certification program and are already certified). These graduate education programs include Early Childhood (B-2), Childhood (1-6), Adolescent (7-12), and PK-12 programs in Business and Marketing, Educational Technology, Literacy, Special Education (SWD), and Teaching English to Speakers of Other Languages (TESOL), which provide students with the opportunity to match their special interests and talents to the needs of the students they will teach. Students also have the opportunity to combine programs and receive dual certification. We also offer Advanced Certificate programs for those who would like to extend their existing certification(s). See *Table 1.1* for an overview of the Graduate/ Advanced Certificate Teacher Education Programs offerings, formats, credits, and types of certification programs.

Note: *This does not include the Advanced Certificate for PAC in the School of Education and Human Services Leadership Program.*

Table 1.1: Graduate/ Advanced Certificate Teacher Education Programs Overview

Program	Level	Credits	Format	Key Prerequisites **Prerequisites must be completed before the end of the second semester of graduate studies*
Adolescent Ed. 7–12 Bio, Chemistry, Earth Science, English, Math, Physics, Social Studies, and Spanish	Initial	36	Hybrid	Bachelor's degree 30 credits in content area, Social Studies (specific prerequisite requirements) (C or better). Contact our Teacher Certification Team at teachercert@molloy.edu for questions.
Childhood Ed. 1–6	Initial	36	Hybrid/ Online	Bachelor's degree 3 credits each: ELA, Social Studies, Math, Science, and World Language (WL) (C or better)
Business and Marketing Education, PreK-12	Initial	33	Online	Minimum 30 credits prerequisites. in the following: Accounting, Marketing, Keyboarding, Advertising, Computer Literacy, Macro & Micro-

Program	Level	Credits	Format	Key Prerequisites *Prerequisites must be completed before the end of the second semester of graduate studies*
				Economics, Money & Finance, Banking, and Management (C or better)
Computer Science PreK-12	Initial	36	Online	Bachelor's degree, Proficiency in programming and coding is recommended (not required)
TESOL PreK–12	Initial	39	Online	Bachelor's degree 6 credits of ELA, 3 credits each: Social studies, Math, Science, + 12 WL credits (C or better) or equivalent
Dual Early Childhood/Childhood	Initial	39	Hybrid	Same as Childhood
Dual Childhood Ed. 1-6 (Ed Tech, Literacy, SWD, and TESOL)	Initial	48	Hybrid/ Online	Bachelor's degree Social studies (specific prerequisite requirements). Contact our Teacher Certification Team at teachercert@molloy.edu for questions.
Dual Adolescent 7-12 English and Literacy	Initial	45	Hybrid/ Online	Bachelor's degree, 30 credits in ELA (C or better)
Dual Adolescent 7-12 SWD and Bio, Eng, Math, Social Studies, and Spanish	Initial	48	Hybrid/ Online	Bachelor's degree, 30 credits in content area (C or better). Social studies (specific prerequisite requirements). Contact our Teacher Certification Team at teachercert@molloy.edu for questions.
Dual Adolescent 7-12 and TESOL - Bio, Chemistry, Earth Science, English, Math, Physics, Social Studies, and Spanish	Initial	45	Hybrid/ Online	Bachelor's degree, 30 credits in content area, 12 WL credits (C or better) or equivalent. Social studies (specific prerequisite requirements). Contact our Teacher Certification Team at teachercert@molloy.edu for questions.
Computer Science PreK-12	Professional	36	Online	NYS Initial Cert. in another area
Ed. Technology PreK–12	Professional	36	Online	NYS Initial Cert. in another area
Literacy PreK-12	Professional	33	Online	NYS Initial Cert. in another area
SWD PreK–12	Professional	36	Online	NYS Initial Cert. in another area
TESOL PreK–12	Professional	33	Online	NYS Initial Cert. + 12 WL credits or equivalent
SWD PreK–12 Cert.	Advanced Certificate	24	Online	Master's + NYS Initial Cert. + 4 subject areas
Computer Science Education PreK-12 Cert.	Advanced Certificate	15	Online	Master's + NYS Initial Cert.
TESOL PreK-12 Cert.	Advanced Certificate	21	Online	Master's + NYS Initial Cert. + 12 WL credits
Bilingual Extension	Advanced Certificate	21	Online	Master's + NYS Initial Cert. + Passing Score on BEA Exam
Literacy PreK-12	Advanced Certificate	21	Online	Master's + NYS Initial Cert.
Computer Science Education PreK-12	Post-Baccalaureate	15	Online	Bachelor's + Initial Cert. in another area

Graduate Admissions Requirements

We engage in a rigorous selection process to best prepare each student for success and growth as a teacher. Admission requirements include:

- Application for admission
- Application fee
- Baccalaureate degree, with a minimum G.P.A. of 3.0 or higher, from an accredited college/ university. (Candidates having a GPA between 2.8 and 3.00 may be accepted with probationary status.)
- Candidates who wish to pursue a program leading to **professional certification** must possess an initial New York State Teaching Certification and have the prerequisites required by the New York State Education Department for the professional certification.
    - Those who have completed a teacher education undergraduate program at an out-of-state college must submit a letter stating whether their program led to a teacher certificate in their state.
- Candidates who are entering the teaching profession and seeking **initial certification** (non-teachers) must have taken appropriate prerequisite courses in content and liberal arts to satisfy the requirements of the New York State Education Department for teacher certification (see *Table 1.1* for more information).
- Official copies of undergraduate and/or graduate transcripts from any colleges/ universities attended
- Personal statement of no more than 500 words addressing the applicant's background, experiences, personal qualities, and academic and career goals related to the field of education
- Current resume
- Two academic or professional letters of recommendation from former college/ university professors and/ or professional associates (signed and on letterhead), attesting to the applicant's ability to be successful in graduate school and in the field of education
- In some cases, applicants may be asked to meet with the Graduate/ Advanced Certificate Teacher Education Program Director of Graduate Programs and/or other faculty members from the department
- Spontaneous writing sample at the time of interview may be requested
- Note:
    - A candidate who has been enrolled in and has failed to successfully complete the Molloy University Undergraduate Teacher Education Program cannot be admitted to the Molloy University Graduate Teacher Education Program.
    - No credit is given for life experience.

Admission to the Graduate/ Advanced Certificate Programs is a comprehensive process that considers a holistic view of the individual and our requirements.

Transfer credit

Courses submitted for transfer credit are individually evaluated relative to program requirements and the student's plan of study. As per Molloy University policy, students may transfer up to nine (9) graduate credits (taken within the last 5 years) from another accredited institution. The Director of Graduate Programs/ Chairperson must approve these transfer credits. The following conditions must be met:

- The course must be duplicative of courses required within the program
- The course must not have been used toward meeting the requirements for another awarded degree
- The student must have received graduate credit for the course at an accredited institution
- The student must have earned a grade of B or better
- A student requesting transfer of credit should submit the request, an official copy of the transcript, and a copy of the course syllabus to the Certification Officer at teachercert@molloy.edu.
- All transfers of credit must be approved by the Certification Officer and the Director of the Graduate Programs/ Chairperson

Matriculation Policy

Matriculation is maintained by attending Fall and Spring semesters in each academic year, unless the student has obtained an authorized semester withdrawal leave for one or two semesters. Students are not permitted to matriculate in two (2) Graduate/ Advanced Certificate Programs in different Schools at the same time (e.g., School of Education and Human Services and School of Business). In consultation with the academic advisor and/or the Director of Graduate Programs/ Chairperson and/or Associate Dean, students may be permitted to take **elective credits** in a different graduate program. For additional information, please see the Graduate Catalog

General Information for Students

New Student Orientation

Newly accepted Graduate Students are required to attend a mandatory orientation, which occurs before the first term of enrollment. The students are invited to this orientation the summer before their first semester in the program. The student handbook will be provided and reviewed with the students during orientation. The orientation session includes but is not limited to, introductions to faculty and staff, a review of the handbook, a review of teaching dispositions, students' ethical and professional responsibilities, and a discussion of graduation requirements and certification.

Status Sheet

Every student will receive a status sheet for their specific Graduate/ Advanced Certificate Program that identifies the courses they need to complete, including the required course order, prerequisites, fieldwork, and other program requirements, to help guide them through their studies. The courses listed on the status sheet are program requirements for New York State certification. The Graduate/ Advanced Certificate Programs reserve the right to make necessary program alterations in response to changes in professional practice and/or certification requirements. In some cases, limitations or changes to a student's status sheet may occur. Changes to the degree program will require an alteration to the status sheet, as may course conflicts, life events, or other occurrences. Any such alterations must be discussed with the student's advisor, who can then update the status sheet to reflect the changes required. Any complications arising from a student straying from the course sequence outlined in their initial study plan will be the student's sole responsibility and may affect the time required to complete their Graduate/ Advanced Certificate Program.

Advisement

Mentorship is an important part of our Graduate/ Advanced Certificate Programs. Each student will be assigned a faculty member who is matched to their programmatic needs. All faculty members are dedicated to getting to know and nurturing each student on their journey to becoming a teacher or continuing their journey as a teacher.

Your advisor will serve as your primary point of contact and communication within the Teacher Education Department. The department encourages effective professional relationships between students and their advisors and encourages students to show initiative in getting to know their individual advisors.

Advisement periods happen in both the Fall and Spring semesters. Before the advisement and registration period, registration instructions will be available to all continuing Graduate/ Advanced Certificate students. Students are required to meet with their assigned advisors at least once a semester. During these meetings, students will review progress toward your degree and professional goals and revise your plan of study as needed.

It is the responsibility of students to stay in close contact with their individual academic advisor, report any changes to record information (address, phone, etc.), and update their plan of study only with their help throughout the program. Not all courses are offered every semester; changing your plan of study or registration independently may cause scheduling issues that affect your graduation date. The department does NOT assume responsibility for issues that may result from advisement by unsanctioned sources or for students registering for courses without their advisor's approval. If a student registers for classes outside their program or without the advisor's permission, their courses may be dropped.

For more information on the following, please click on the link.

- Late Registration
- Substitution Courses
- Summer

Course Descriptions

Catalog descriptions and credit hours for each course can be found in the Graduate Catalog on the website. All courses require graduate standing and advisor's permission. Depending on your program, classes may be offered in the following formats: fully in-person, fully online (asynchronous, synchronous, or mixed), or hybrid—a combination of in-person & online.

Program Communication and Expectations of Student Communication

As part of the Graduate/ Advanced Certificate Programs, professional communication is expected of students. The Graduate/ Advanced Certificate Programs will communicate with students through Molloy University official channels. The primary modes of communication will be through email or Canvas, the University's Learning Management System (LMS). Other forms of communication may include phone or physical mail. Efficient communication is essential and requires that both faculty and students regularly check and respond to any communications. Students are expected to:

- Maintain regular, timely access to program email, the learning management system (LMS), and any required scheduling or communication platforms, including the *Graduate Education Student Resources* Canvas course; students are expected to check email and course announcements at least once every 24 hours on weekdays and on weekends if applicable to weekend courses.
- Use only their official university email account for all program-related correspondence, including communication with faculty, advisors, supervisors, staff, and field placements.
- Maintain professional conduct in all digital communications, including emails, discussion boards, video conferencing, and social media, consistent with Teacher Education Department Dispositions for Teaching.

New York State Education Department Required Workshops

Candidates are required to complete the following workshops for certification and graduation.

- If you are enrolled in the **Initial** Teacher Education Graduate Program (1st-time teachers), you are required to take three workshops through an approved New York State Education Department provider. Molloy University is an approved provider, and students enrolled in an approved program should take them in person or virtually through Molloy's Professional Studies Department. To register for a workshop, call 516-323-3550 or email conted@molloy.edu. A schedule of upcoming training can also be found on their webpage. The workshops are listed below and must be taken prior to graduation from Molloy University:

- *Identification and Reporting of Child Abuse and Neglect*: Prepares teachers, as New York State mandated reporters, to recognize the signs of suspected child abuse or maltreatment and to understand the legal responsibility to report it. In line with recent amendments to Social Services Law §413, this workshop also covers the impact of trauma and adverse childhood experiences (ACEs), how unconscious bias can affect decision-making, and how to identify different forms of abuse and maltreatment. (The NYS Ed Dept requires all mandated reporters to complete the updated curriculum.
- *Dignity for All Students (DASA)*: Prepares teachers to create and maintain a safe, supportive school environment for all students, as required under New York's Dignity for All Students Act. Participants will learn how to recognize and respond to discrimination, harassment, bullying, and taunting, whether it occurs on school property, on a school bus, or at school functions, and how to foster a school culture built on respect and inclusion.
- *School Violence Prevention and Intervention*: Prepares teachers to recognize the warning signs of aggressive or assaultive behavior before it escalates and to apply practical, research-based strategies to prevent and de-escalate violent situations in schools. Participants will also learn techniques to protect themselves and their students, minimizing the risk of harm in a crisis.

- If you are enrolled in a **Professional** Teacher Education Graduate Program, you have already taken the required workshops. You may still need to complete the updated curriculum for *Identification and Reporting of Child Abuse and Neglect*.
- All graduate students are required to provide documentation of completion by uploading the following to the appropriate assignment within the *Graduate Education Student Resources* Canvas course:
  - a copy of each certificate or
  - a screenshot of their TEACH account, showing the workshops and their name

  * Note, if the certificate or TEACH account is in the student's maiden name, a copy of their marriage certificate must also be uploaded.

Molloy University Teacher Education Workshops

Graduate students who are registered for at least one class are required to attend one pre-approved professional workshop every semester (Fall & Spring only) for a total of four (4) workshops throughout their program. This requirement does not apply to students in Advanced Certificate Programs. Approved professional workshops are shared with students each Wednesday during the fall and spring semesters in the *Workshop Wednesday* email. To fulfill this requirement, students must complete a workshop reflection and submit the write-up (using the professional workshop reporting form) to the appropriate assignment within the *Graduate Education Student Resources* Canvas course.

Program Exit Requirements

Graduate Students

For students to successfully complete their *Teacher Education Graduate Program* and be eligible for graduation, they are required to complete the following:

- Apply for graduation online through their Lion's Den account by the deadline
- Complete all NYSED workshops, and upload proof of attendance to the appropriate assignment within the *Graduate Education Student Resources* Canvas course
- Attend a minimum of 4 Molloy University Teacher Education Department approved workshops and upload the write-up to the appropriate assignment within the *Graduate Education Student Resources* Canvas course
- Complete all prerequisites and upload the required information to the prerequisite assignment in the *Graduate Education Student Resources Canvas* course as directed.
- Complete all courses with a grade of B or better
- Complete all program requirements

Advanced Certificate Students

For students to successfully complete their *Advanced Certificate*, they are required to complete the following:

- Apply for graduation online through their Lion's Den account by the deadline
- Complete all NYSED workshops and upload proof of attendance to the appropriate assignment within the *Graduate Education Student Resources* Canvas course
- Complete all prerequisites and upload the required information to the prerequisite assignment in the *Graduate Education Student Resources Canvas* course as directed
- Complete all courses with a grade of B or better
- Complete all program requirements

When do I get certified?

All program exit requirements must be completed, the student's transcript finalized, and the degree conferred **BEFORE** an institutional recommendation for certification is sent to the NYS Education Department. *The successful completion of your last class does not mean you are certified.* It is a process, and recommendations for certification are usually sent out between 1 and 4 weeks post-graduation. In addition, candidates must pass all NYSED teaching exams relevant to their specific program. For more information, visit this website.

Field, Student Teaching, and Practicum

Initial Teaching Programs

Candidates completing an Initial Teacher Certification Program will complete three field experiences. These include observations, pre-student teaching, and student teaching. Observations

typically take place in the first or second semester. Pre-student teaching will be taken in the semester prior to student teaching, which will be taken the semester candidates plan to graduate. See *Table 1.3* for more information about the field experiences.

Table 1.3 Initial Teaching Program Field Experiences

Field Experiences	**Required Coursework**
Observations Apprentice	Course: *EDU 5012 (Pass/ Fail, 0 cr.)* ▪ 30 hours of observation in a high-needs district ▪ Placements in grade levels and/or special areas where the student is seeking certification ▪ Two one-hour seminars held throughout the semester
Pre-student Teaching	Course: *EDU 5479 Pre-Student Teaching in Inclusive Classrooms (Pass/ Fail, 0 cr.)* ▪ Completed the semester prior to student teaching ▪ Supervised by New York State certified school-based educators (cooperating teachers) and Molloy University-based teacher educators (field supervisors) ▪ 70 hours of observation ▪ Two formal observations completed by Molloy University-based teacher educators o If pursuing dual certification, 35 hours completed in each certification area o One formal observation in each certification area ▪ Final evaluation completed by the certified school-based teacher educator (cooperating teacher) and Molloy University-based teacher educator (field supervisor) ▪ Placements in grade levels and/or special areas where the student is seeking certification ▪ Six one-hour seminars held throughout the semester
Student Teaching	Course: *EDU 5595 Student Teaching in Inclusive Classrooms (6 cr.)* and *EDU 5504 Weekly Seminars (0 cr.)* ▪ Completed in the final semester, prior to graduation ▪ Supervised by New York State certified school-based educators (cooperating teachers) and Molloy University-based teacher educators (field supervisors) ▪ Full semester ▪ Two formal observations completed in each placement by Molloy University-based teacher educators ▪ Final evaluation completed by the certified school-based educator (cooperating teacher) and Molloy University-based teacher educator (field supervisor) ▪ Placements in grade levels and/or special areas where the student is seeking certification ▪ Candidates complete a teacher performance assessment (TPA) as required by New York State ▪ Seminars are held each week throughout the semester

Professional Teaching Programs

Candidates completing a Professional Teacher Certification Program will complete one field experience. This practicum experience should be taken in the last semester of coursework. For more information about this experience, please see *Table 1.4*.

Table 1.4 Professional Teaching Program Field Experience

Field Experiences	Required Coursework
	Course: *EDU 5608 Practicum (3 cr.)* and *EDU 5235 (0 cr.)* ▪ Completed in the final semester, prior to graduation ▪ Supervised by New York State certified school-based educators (cooperating teachers) and Molloy University-based teacher educators (field supervisors) ▪ 100 hours (with the exception of EdTech, 50 hours) ▪ Two formal observations completed (except for EdTech, 1 observation) ▪ Final evaluation completed by the certified school-based educator (cooperating teacher) and Molloy University-based teacher educator (field supervisor) ▪ Placements in grade levels and/or special areas where the student is seeking certification ▪ Six one-hour seminars held throughout the semester

Program Policies

Attendance and Lateness

At Molloy University, faculty take attendance and establish course policies for each course. Students should notify faculty if an absence is necessary due to a serious situation. At the Graduate/ Advanced Certificate Program level, students are expected to attend and participate in all registered classes in the assigned modality as outlined in the course syllabi. Life circumstances do not relieve students of their responsibilities. Students must make every effort to communicate with Molloy and to follow the Graduate/ Advanced Certificate Programs handbook regarding absences and lateness. Individual course outlines may have strict attendance policies that affect grades, and these supersede the University's policies.

Failure to attend class for two (2) consecutive weeks (for full-semester courses) and one (1) week (for ½-semester classes) at any point in the semester, regardless of the modality, without notification of extenuating circumstances, will result in a withdrawal from the course. Students should consult the Graduate catalog for complete details on withdrawals and their potential financial implications.

For online and hybrid courses, students are expected to participate from the first day of the term to be considered attending. Examples of participation in academic activities that represent attendance include, but are not limited, to participation in a class chat or discussion board on an academic topic, submission of a required assignment, digital interaction with the faculty on an academic topic, or

completion of a quiz or exam. Refer to the course syllabus for additional information. Students who do not participate within the first few days of a course will be considered non-attending and subject to removal or withdrawal from the course. For more information, see the Graduate Catalog.

Lateness: Lateness of more than 30 minutes will be considered an absence. This policy applies to in-person and online classes. For synchronous online classes, a student is expected to be present and ready to participate at the start of class. If a student is present but has their video off or is engaged in an activity other than the class, this will be considered a lateness. If students submit assignments and discussion posts after the due date, this will be considered a lateness.

Additional information may be found in the Graduate Catalog

Class Participation

Students are expected to be present and engaged with the course material and discussions across all course modalities. General guidelines for expected participation in on-campus and hybrid classes include:

- Refraining from using a cell phone
- Refraining from using laptops or other devices for non-class purposes during class time
- Actively listening to the instructor and peers throughout the class.
- Remaining in class for the entire duration of instructional time (i.e., not leaving class early, returning from scheduled breaks on time)

General guidelines for Online class participation:

- Participating in class according to the syllabus or online course calendar
- Responding to emails, announcements, and instructor communications promptly
- Actively engaging in learning through discussions, group work, and other collaborative activities multiple times each week, rather than concentrated in a single session
- Logging into the course regularly throughout the week to review new content, announcements, and peer contributions
- Submitting assignments and discussion posts by the posted deadlines
- Demonstrating substantive engagement with course material, including thoughtful responses to peers and instructors that go beyond brief acknowledgments (e.g., "I agree" or "Great post"). Refer to your course syllabus for specific requirements.

Academic Support

Molloy has a wealth of academic support services, including academic skills development, writing skills improvement, and tutoring services. For more information, visit the website.

Accommodations

Molloy University provides a supportive environment for students with documented disabilities and is committed to complying with all applicable provisions of The Americans with Disabilities Act

(ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973. If you would like support in determining your eligibility or accessing accommodations, please reach out to the Center for Access and Disabilities. To schedule an appointment, please email access@molloy.edu or refer to the Center for Access and Disabilities website.

Non-Discrimination and Harassment Policies

Molloy University and the Teacher Education Graduate/ Advanced Certificate Programs are committed to a learning, working, and living environment where all members of the community feel safe and respected. Acts of discrimination and harassment violate the University's and Program's policies, values, and mission. We strongly encourage all students to review all the non-discrimination and harassment policies and procedures the University abides by, including (but not limited to) definitions and forms of harassment, the student's bill of rights, procedures for reporting incidents of harassment, resolution procedures, and contact information for the appropriate persons to provide support if discrimination or harassment occurs. Please see the Graduate Catalog for more information.

Grading Policies

Teacher candidates must maintain a 3.0 GPA and attain a grade of B or better in all courses. A grade lower than a B is considered failing. Any candidate who receives a grade lower than B in any course must repeat it. Candidates may withdraw from the same course a maximum of one time. Students must maintain a GPA of 3.0 or higher in order to begin student teaching or practicum and thesis. Please see the Graduate Catalog for more information.

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 or final class date. If the student fails to follow the above procedure, the faculty will grade accordingly (as per course outline). Please see the Graduate Catalog for more information.

Repeating Courses

A failed course must be repeated in the next semester it is offered. If the failed course is a program prerequisite, then the candidate must repeat it in the next semester it is offered and may not register for any other course where the failed course is a program prerequisite. Failure of two courses (the same or different) may result in administrative withdrawal from the program. A course may be repeated only once.

Course Grade Changes

Grades are changed only when the instructor's miscalculation or administrative error is apparent, or when extenuating circumstances beyond the student's control. Grade change requests based on re-evaluating the instructor's original judgment may be permitted on a case-by-case or course-wide basis. Please see the Graduate Catalog for more information.

Grade Reports and Transcripts

The transcript request form is accessible through student's Lion's Den portal or the Registrar's Office website. Online order tracking is available with options to receive email and text alerts with order updates. Additionally, requestors can upload documents to accompany transcripts if needed. Students wishing to view their course and grade records without ordering an official transcript may do so through the Lion's Den portal.

Honor Pledge and Academic Honesty

The University maintains and affirms a strong policy of academic honesty. Every member of the academic community has a duty to neither cheat nor condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Molloy has serious consequences for violations of academic integrity. Please see the Graduate Catalog for more information.

Plagiarism: It is essential that students understand that copying from material written by others, cutting, and pasting from websites, or direct paraphrases all constitute plagiarism and are violations of the University's policies regarding Academic Honesty. If a student has a question or concern about whether the inclusion of certain material constitutes plagiarism, they should consult the classroom instructor before submitting the assignment. Generally, when quoting or using the text written by others (or their ideas and findings) from printed or online sources, always cite the source to avoid plagiarism. Incidents of plagiarism are responded to following the procedure outlined in the Molloy University Student Handbook. Repeated acts of plagiarism may result in expulsion from the University.

***The Use of Artificial Intelligence (AI*):** To maintain a culture of integrity and respect, generative AI tools should not be used in the completion of course assignments unless a faculty member for a given course specifically authorizes their use. Some faculty may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each faculty member, and only in the ways allowed by the faculty. Use of AI tools without such permission shall be a violation of the University's academic integrity policies. Visit the website for more information.

Student Expectations

Dispositions

The dispositions below outline the core values, professional ethics, and commitments Molloy University expects of all teacher candidates in the School of Education and Human Service's Teacher Education Department:

- **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.

Program Progression

Candidates who have not met the program's progression requirements may not be admitted to subsequent classes. Any student receiving a grade of Incomplete is required to fulfill the course requirements by the date specified in the Academic Calendar. A grade of "I" automatically becomes a grade of "F" after this time. After completing six (6) credits, non-matriculated students are not permitted to register without having made a formal application to the program and received a letter of acceptance. Click each program below for more information.

- Progression for Initial Certification
- Progression for Professional Certification
- Progression for Special Education for Initial Dual Certification
- Progression for TESOL
- Education Master's and Post Master's Program Policies and Practices

Portfolio and Signature Assignments

Graduate students are expected to maintain an online portfolio for their major and degree area through Anthology. This portfolio is added to students' accounts during the initial registration process and can be found in their records under EDU 5010. This is not an actual course; it indicates that the portfolio has been added to the student's account.

Signature assignments are required in many, though not all, graduate courses. These assignments must be uploaded to Anthology as part of the course requirements, and course grades depend on the successful completion of signature assignments. The goal of signature assignments is to help students demonstrate their growth, make connections across the curriculum and co-curriculum, and apply their knowledge to real-world problems. Signature assignments are also required for program completion and graduation. Advanced Certificate students are not required to maintain a portfolio or submit signature assignments to Anthology. Refer to *Table 1.3* below for a list of signature assignments required in their program.

***Table 1.3 Signature Assignments for Graduate Students** (not applicable for Advanced Degree Students)*

Assignment/Rubric	Initial	Initial/ Professional	Professional
Lesson Plan/Teaching Performance	5040, 5100, 5479, 5595	5608	
Thesis		5650	5650
Content Knowledge Evaluation	5030, 5050, 5060, 5090, 5120, 5160, 5370, 5371, 5372, 5373		
Professional Dispositions	5504	5235	5650
Professional Philosophy of Teaching	5020		
Special Education Assessment	5275	5275	
TESOL: Reflection on Evidence – Based Practices for ELL/ML	5255	5255	
Edu Tech: Technology Plan	5303	5303	
Pre-Student Teaching Field Supervisor Eval	5479		
Student Teaching Field Supervisor Final Eval	5504	5235	
Molloy Performance Assessment	5504		

Academic Leave (One - Two Semesters)

Matriculated students may request a separation from the university for one or two consecutive semesters by submitting the "Separation from University Form" in Lion's Den, along with the "Withdrawal Consequences for Financial Aid Form." Students can be approved to take time off and return to their current program of study under their existing catalog requirements without applying for readmission. Approved students may register with their Web Group for Early Registration. See the Graduate Catalog for more information.

Academic Standing

Students must maintain a minimum cumulative GPA of 3.0 in Graduate and Advanced Certificate programs to remain in good academic standing. Academic records are reviewed at the end of each

term by the Program Director/ Chairperson or Associate Dean. Students not in good academic standing will receive written notification from the program.

Academic Concern Notice

An Academic Concern Notice may be issued to highlight areas of risk related to institutional or program-level policies. The notice outlines the matter that could lead to probation or dismissal. The notice is maintained in the student's permanent file and may be referenced in subsequent academic or non-academic actions.

Academic Probation

To assist students in reaching their full academic potential, probation is an opportunity to rebound and return to "good academic standing." A student may be placed on probation when their cumulative GPA falls below 3.0 in Graduate and Advanced Certificate programs, or they receive a grade below a B. Please see the Graduate Catalog for more information.

Suspension and Dismissal

A Graduate or Advanced Certificate Student may be dismissed when:

- They fail to return to good academic standing after probation.
- They remain on probation for multiple semesters without improvement.
- They fail to meet the program progression standards.
- They demonstrate inadequate performance in classroom, field, or practicum.
- They fail to demonstrate essential skills or professional dispositions.
- They violate integrity or student conduct policies.

Students who are dismissed receive written notification and remain financially liable for tuition and fees. Graduate academic dismissal is recorded in the student's permanent file (the Registrar, the Office of Student Success and Assessment, and the academic program). Please see the Graduate Catalog for more information.

Program Withdrawal

Candidates who have been withdrawn from their Teacher Education Program for academic failure may be considered for readmission after at least one year. Readmittance to a program is not guaranteed. If a student is accepted back into a Graduate Program within the Teacher Education Department, they will be placed on academic probation for the first year after re-entry at the discretion of the Director of Graduate Programs/ Chairperson and/or in consultation with other related internal offices.

Appeals

Students may appeal probation and dismissal decisions and request reinstatement in writing within ten (10) days of receiving written notice to the School Dean. Students may appeal a dismissal if additional compelling evidence becomes available that was not previously considered. A dismissal

appeal is considered initiated when the student first contacts the School Dean, or the Senior Dean for Research, Scholarship, and Graduate Studies, in writing. Generally, dismissal appeals that are not initiated by this deadline will not be considered.

Students appealing a dismissal must first attempt to reach a resolution on the school level. Please see the Graduate Catalog for more information.

Resources for Students

Technology Use Expectations and Digital Competencies

Graduate and Advanced Certificate Students are expected to develop and maintain a level of technological competence appropriate to professional practice. As the field increasingly incorporates electronic records and digital communication, students must demonstrate both the practical skills and the ethical judgment required to use technology responsibly in academic and field settings.

- **Students are expected to:**
  - Maintain regular, timely access to program email, the learning management system (LMS), and any required scheduling or communication platforms; students are expected to check email and course announcements at least once every 24 hours on weekdays.
  - Use only their official university email account for all program-related correspondence, including communication with faculty, supervisors, and site placements.
  - Maintain professional conduct in all digital communications, including emails, discussion boards, video conferencing, and social media, consistent with the program's professional conduct standards and Molloy University's School of Education and Human Services Teacher Education Department Teaching Dispositions
  - Ensure reliable access to a computer, webcam, microphone, and stable internet connection sufficient for coursework, synchronous class sessions, and field requirements.
- **Academic Technology Skills:**
  - Students are expected to enter the program with, or develop early in coursework, competency in:
  - Word processing and document formatting for academic writing and clinical reports
  - APA-style formatting and citation management tools (e.g., Zotero, EndNote)
  - Navigating the university's LMS for coursework, grades, and assignment submission
  - Basic video conferencing skills for synchronous classes and remote supervision
  - Use of statistical or qualitative analysis software as required by research coursework

Canvas

Students in the Graduate/ Advanced Certificate Programs at Molloy are required to use Canvas as part of each of their graduate courses. Each professor will use Canvas in their own way, so it is imperative that students become familiar with their program and courses. Technology Learning Services is developing materials for Students and Faculty. Many of these materials are available on Canvas through special orientation and training courses, and we encourage students to take advantage of any available opportunities to aid in learning this system. For more information, please visit the Website. You may also contact Canvas for 24-hour support by phone 844-408-6455.

Technology Support Services

The Help Desk is the University's central point of contact for questions about the use of information technology. Technology Support Services is located in the lower level of Kellenberg, Room 022. The Information Commons is located on the second floor of Public Square. The main number for Technology Support Services is 516.323.4800.

Library and Research Tools

The James. E. Tobin (JET) Library is an essential tool for research and learning. We strongly encourage all students to familiarize themselves with the JET Library and the myriad of research tools it offers, either in person or via its website.

Financial Obligations

The student is responsible for their financial obligations to the University. There can be significant financial and academic consequences for those who do not maintain these obligations. More information is available on the website. Examples of such obligations include paying bills on time, avoiding late registration fees, meeting academic requirements for student loans, not taking classes out of program, and maintaining course credit loads for one's graduate assistantship. It is the student's responsibility to be aware of any obligations that impact their finances or enrollment. The advisor and/or the Graduate and Advanced Certificate Programs are NOT responsible for notifying students of their financial obligations or restrictions, as these obligations vary for each student's individual circumstance. Graduate and Advanced Certificate Program Students may view tuition, fee schedules, and other financial information on the website.

Student Loans

Graduate and Advanced Certificate Program Students may also choose to take out federal, state, or private loans to pay for tuition and other graduate school expenses. A Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA application must be filed annually to apply for financial aid. You can complete your FAFSA online at: https://studentaid.gov/. For more information, visit the

website. The financial aid office is located in Wilbur Arts Center, Room W236 and may be reached by phone: 516.323.4200 or email: financialaid@molloy.edu.

Scholarships

Molloy University has Scholarship and Graduate Assistantships available to students enrolled in graduate programs. Please visit the scholarship page or website for more information.

Student Services and Information

Student Solution Center

This Center is a "one-stop shop" serving all students by providing answers to questions related to registration, billing, and financial aid. Centrally located in the Wilbur Arts Building lobby, the Hub should be the first stop for a student who is confused about any process at Molloy or faces an issue and needs assistance finding a resolution. The Hub can be reached by phone 516.323.4400 or email thehub@molloy.edu

Student Counseling Center

Our campus also has a counseling center. The mission of Molloy University's Student Counseling Center (SCC) is to help students enhance their academic and personal well-being. The SCC is a confidential and free counseling service available to all Molloy University students including graduate and Advanced Certificate students- who require assistance. The SCC offers a variety of short-term counseling and psychoeducational services. The SCC hosts many informative topics, discussions, and workshops. Additional information about the SCC, including how to schedule an appointment, can be found at the SCC website.

Career Services

The Molloy University Career Center is committed to ensuring student and alumni success. The Center maintains a full range of services. The Career Development Center can be reached by phone 516.323.3470 or email careercenter@molloy.edu. More information is available on the website.

Academic Service Learning

Academic Service Learning is an experiential activity that helps students become aware of the functions and needs of their communities and communities across the world. Specifically, for students, it fosters multicultural competence and community practice. Different opportunities may become available to Graduate and Advanced Certificate Students at different times during their course of study. The Chairperson will announce various opportunities and application requirements. When students are representing TED and the University, they are expected to adhere to this handbook, the Dispositions, and any additional instructions/procedures from the organizations being served.

Student Identification Card and Parking Passes

All members of the Molloy community are required to wear their ID card at all Molloy locations. Identification cards and parking permits are available in the Public Safety Office located in the Maria Regina Annex near the Residence Halls. For a parking permit, students must present a photo ID and a current vehicle registration. There is no initial fee for ID cards. Parking permits are free. Lost or damaged ID cards can be replaced for a fee. Additional information can be obtained on the website.

Emergency Notification System

Students are automatically enrolled in the University's Rave Emergency Notification System to receive texts to their cell phones and email alerts to their student Gmail accounts concerning campus-wide emergencies and school closing announcements. Students may adjust their notification preferences or opt out. Please visit the website for more information.

Public Safety

For campus-related emergencies, dial Public Safety at 516.323.3500 or 3500 from any campus phone. Additional information can be found on the Public Safety website.

Weather Policy

Decisions on school closing due to inclement weather are announced no later than 7 a.m. on the days in question. Please sign up for RAVE notifications. The University will notify the community of notable weather alerts as well as radio and television stations. Additional information can be found on the Public Safety website. In the case of field placements, please follow the school closing information for the school district you are conducting your field work.

Transportation

The Molloy University Rockville Centre campus is located at 1000 Hempstead Ave, Rockville Centre, NY 11570. The campus is accessible via numerous means of transportation. The Teacher Education Department is located in Kellenberg Hall on the Rockville Centre campus in the Kellenberg Building in Room 217. The campus is easily accessible by car and affords ample parking. The location is also accessible via shuttle, the LIRR (Rockville Centre station), Bus (N16), car service, and other transportation options. Please use the following resources to determine the best means of commuting to the Rockville Centre campus. Use this map or visit the website for more information.

Other Procedures and Considerations for Students

Faculty Endorsement Policy (Letters of Recommendation)

Students are advised to seek recommendation letters from faculty members who have taught them in multiple courses or are best positioned to comment on their competence, fieldwork and potential for future employment or advanced study. *See Appendix B Letter of Recommendation Request Form.*

Social Media Guidelines

Graduate and Advanced Certificate Students face unique challenges, some of which relate to social media issues. As the Teacher Education department continues to refine our social media guidelines, we offer these guidelines as a reference point for our students. We encourage all of our students to bring up any concerns or issues as they may arise with the faculty, one another, and/or field supervisors when relevant. We ask students to please keep in mind:

- **That you represent the Molloy Teacher Education Department.** All of your posts, comments, and actions on social networks can affect the reputation of the University as well as other individuals affiliated with Graduate/ Advanced Certificate Programs.
- **That you be thoughtful and discerning when engaging in social networking services.** Write for your audience but know your posts can reach anyone and may be misinterpreted or may show up outside of their original context.
- **Congruence.** Students are encouraged to present themselves online and in person, in a manner that would be comfortable for them to observe P-12 teachers behaving outside their classrooms, schools, or affiliated environments.

Professional Associations, Certifications, and Licensure

Molloy Life and Student Organizations

It is suggested that students become involved in the education profession by participating in clubs, meetings, and committees at the student level. Molloy University's Student Affairs unit supports and oversees the Molloy Student Association, whose membership includes the entire student body, including graduate students. More information is available on the website.

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 to 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.

Academic & Professional Honor Societies

Student Organizations

Delta Epsilon Sigma

The Gamma Omega Chapter of Delta Epsilon Sigma is the National Scholastic Honor Society for Catholic Colleges. Undergraduate and Graduate degree students are eligible for this society. Graduate degree students who have earned a 4.0 overall GPA and have completed a minimum of 18 credits at Molloy University at the end of the fall semester are eligible for membership. In addition to meeting the academic requirements, students must provide direct service to others.

Service provided should be unrelated to major or course requirements (i.e., internship, career experience, clinical work, etc.). Students eligible for induction will be required to submit documentation of service given. Invitations to those eligible are emailed annually in late January, and recognition of this achievement is awarded with a pin and certificate.

Kappa Delta Pi

An International Honor Society in Education. Founded in 1911, this society aims to promote excellence in, and recognize outstanding contributions, to the field of education. It aims is to foster high standards of preparation for the teaching profession. Membership in Molloy University Chi Epsilon Chapter is open to education candidates who have maintained a cumulative index of 3.85 and completed a minimum of 15 credits in the Graduate Education Program at Molloy University. Candidates must also complete a pre-candidacy period during which the member attends at least one Kappa Delta Pi workshop or meeting before induction. Additionally, teacher candidates must complete a written statement highlighting volunteer service in an educative environment and are required to attend the Induction Ceremony.

Graduate Student Leadership Association (GSLA)

The Graduate Student Leadership Association creates opportunities for students to connect with classmates, engage with faculty, and build lasting professional and personal relationships. Through a variety of programs and events, GSLA fosters a sense of belonging while helping students grow as leaders and professionals. Graduate students can participate in:

- Professional development workshops, networking events, and career-focused programming
- Social gatherings that foster community and connection
- Leadership opportunities within their academic school
- Service initiatives and collaborative campus events
- Programs that celebrate the diverse experiences of Molloy's graduate community

Whether you're beginning your graduate journey or preparing for the next step in your career, the Graduate Student Leadership Association provide meaningful opportunities to engage with your peers, strengthen your leadership skills, and make the most of your graduate experience. At Molloy, students will find a community that supports academic success while helping them build the relationships and experiences that last well beyond graduation. For more information, please contact graduateoffice@molloy.edu.

Program Evaluation and Feedback

Accountability and evaluation are important concepts in the field of education. All teacher education programs undergo periodic and ongoing internal and external evaluation processes. Within the graduate and postgraduate teacher education program, students have the opportunity to provide informal feedback to faculty on the curriculum, policies, grading, supervision, and fieldwork. The University allows each student to provide formal feedback on classes via the online classroom evaluation administered by the IT department. These online evaluations are completed anonymously, and the aggregate results are given to the individual faculty member after the course grades are posted. It is an important self-evaluation tool for faculty members, and it provides information that Molloy University and the Teacher Education Department use in making promotion, tenure, and merit pay decisions. It must be restated that the results are anonymous and that professors have no way of knowing which students submitted the evaluations. It is an important responsibility for students to approach this task honestly and maturely. Additionally, graduate assistants and student representatives from each cohort are invited to department meetings to provide programmatic feedback.

Curriculum and Program Improvement

The Graduate/ Advanced Certificate Programs are evaluated and monitored annually to inform ongoing curriculum and program improvements. This process involves collecting, analyzing, and using data to sustain and improve academic quality and program effectiveness, ensuring that the programs continue to meet the needs of students and the field, as well as the requirements set forth by the New York State Education Department and applicable accreditation standards.

APPENDIX A

Acknowledgement of the Graduate/ Advanced Certificate Program 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 Graduate and Advanced Certificate Program 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 via email at kcarrigan2@molloy.edu within your first semester in the program. Students will not be able to register for their second semester without providing a signed copy of this form.

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?