Moreland University

2023-2024

Course Catalog & Candidate Handbook

Moreland University
TEACH-NOW Graduate
School of Education

1100 17th Street NW,
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Washington, DC 20036
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moreland.edu

August 1, 2023 to July 31, 2024

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Course Catalog and Candidate Handbook Overview

This Course Catalog and Candidate Handbook contains detailed information about Moreland University's programs, admissions, and academic policies. The catalog is updated frequently, and the most current version is always accessible at http:/moreland.edu and on the learning platform used by candidates and faculty. Candidates should refer to this catalog as they progress through the program in which they are enrolled.

Also available on the learning platform are the Clinical Practice Handbook and Mentor Handbook to guide candidates and their mentors through the Clinical Practice phase of the certification and teacher education programs offered by Moreland University.

Candidates are subject to the degree requirements in the Catalog for the academic year in which they were admitted. Moreland University reserves the right to change programs, requirements, fees, and other provisions at any time within the candidate's enrollment period.

Mission

Teaching teachers around the world to be resourceful problem solvers and tech-savvy educators through an online, collaborative, activity-based learning system designed for tomorrow's students in a dynamic and diverse world.

Philosophy

Moreland University's philosophy is to "learn in the way you plan to teach." In keeping with this philosophy, Moreland University utilizes a state-of-the-art curriculum for the preparation of post-baccalaureate candidates who are grounded in subject matter and have a passion for teaching.

Purpose and Goals

Moreland University's purpose is to prepare candidates to teach students in public and private schools globally.

The goals of Moreland University are to develop and deliver degree and non-degree programs that:

1. Prepare educators who are effective in helping all students learn
2. Equip, enable, and empower educators to successfully enter any learning environment, diagnose learners' needs, and design and implement learning strategies that ensure students learn, grow, and develop
3. Prepare educators who respect the diversity of their students and use culturally responsive strategies in their classrooms
4. Prepare educators who can select and use next generation tools and technologies for learning and teaching
5. Offer a globally accessible, activity-based, collaborative learning model of educator preparation

History

The innovative online TEACH-NOW® Teacher Preparation Certificate Program at Moreland University was initiated under the National Center for Education Information with seed money from New Schools Venture Fund in November 2011. In February 2013, the 9-month, 8-module Moreland University's teacher preparation program was approved by the District of Columbia Office of the State Superintendent of Education (OSSE) to lead to a full, standard, 4-year renewable teaching license, which is recognized through reciprocity in most states. In July 2015, the District of Columbia Higher Education Licensure Commission (HELC) granted a Certificate of License to Operate an Institution of Higher Education. At that time, Master's in Education degrees were launched in addition to the TEACH-NOW® Teacher Preparation Certificate Program.

Accreditation/Approval

Moreland University is accredited by the Distance Education Accrediting Commission (DEAC). The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency and is recognized by the Council for Higher Education Accreditation (CHEA)1. Moreland University is also nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP), which is recognized by CHEA.

Moreland University's TEACH-NOW® Teacher Preparation Certificate Program is approved as a teacher preparation program by the District of Columbia, Arizona, West Virginia and Florida. Candidates who successfully complete the program will qualify for a teaching license from those jurisdictions if they meet the applicable requirements of the state department of education. In addition, because the District of Columbia and the states of Arizona and West Virginia have reciprocity agreements with most other states, Moreland University can work with candidates who successfully complete the program to help them obtain a teaching license in many states in the U.S., once they meet the applicable licensing requirements.

The organizations that have accredited or approved Moreland University can be reached at the following addresses and websites:

| Distance Education Accrediting Commission 1101 17th Street NW, Suite 808 Washington, DC 20036 202.234.5100 http://www.deac.org | Council for the Accreditation of Educator Preparation 1140 19th Street NW, Suite 400 Washington, DC 20036 202.223.0077 http://www.caepnet.org/ | DC Higher Education Licensure Commission 1050 First Street, NE, 5th floor Washington, DC 20002 202.727.6436 https://helc.osse.dc.gov

Complaints: https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints |

DC Office of the State Superintendent of Education Educator Credentialing and Certification 1050 First Street NE Washington, DC 20002 202.727.6436 https://osse.dc.gov/ed-credentials	Arizona Department of Education Educator Preparation Programs 1535 West Jefferson Street Phoenix, AZ 85007 602.542.4367 http://www.azed.gov/hetl/epp/	West Virginia Department of Education 1900 Kanawha Boulevard, East Charleston, WV 25305-0330 304.558.7010 http://www.wvde.us
Florida Department of Education 325 West Gaines Street Tallahassee, FL 32399-0400 800.445.6739 https://www.fldoe.org/teaching/certification/	MD Online Program Registration (Pending) MD Candidate Complaints: Maryland Attorney General Consumer Protection Division 200 St. Paul St. Baltimore, MD 21202 410-528-8662/888/743/0823 (toll free) Site:https://onestop.md.gov/forms/mhec-student-complaint-portal-5f74bfc0ab0f9d00fc796766 Process:https://mhec.maryland.gov/institutions_training/SiteAssets/Pages/colleges_universities/index/MHEC%20Complaint%20Process.pdf	

1. The lists of recognized accreditors can be accessed at CHEA's web site and the website of the U.S. Department of Education.

Governance

Moreland University is owned by TeachNow, Inc which is a wholly owned subsidiary of McKissock Investment Holdings, LLC.

Board of Directors

The Board of Directors has direct governance responsibilities for the Corporation as well as for Moreland University's programs.

Jeff James CEO and Director May 2021 to present	Jeff Fox CFO and Treasury, Secretary March 2018 to present	Mike Duran Executive Chairman and Director May 2021 to present
Susanne Thompson, Ed.D. University President November 2021 to present		

Advisory Board

As experts in the field of teacher education, the Advisory Board is engaged in identifying models of excellence as the University revises current programs.

Dr. Katherine Bihr Co-Founder and Managing Partner Academic Solutions Group	Dr. James Edmond Jr. The Modern Classrooms Project	Ms. Marla Wilson Vice President of Development & Partnerships New America
Dr. Beth Salyers Founder, CEO Custom Learning Atelier	Dr. Emily Feistritzer Future Teachers Institute	Dr. Michael Roth CAO Allentown School District

Staff

The President oversees business and programming development, growth, operational excellence, and regulatory compliance. The General Manager manages daily operations, admissions, candidate records, revenue growth, candidate support, and all technology. The Academic Team, led by the Chief Academic Officer, is responsible for program, curriculum, faculty, and the instructional design and delivery of all programs.

Senior Leadership

Susanne Thompson, Ed.D. President susanne@moreland.edu	Shelbie Goodnow, M.A. General Manager shelbieg@moreland.edu	Kerri Valencia, Ed.D. Chief Academic Officer kerriv@moreland.edu

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Karena Zulkowski, Ed.D.
Senior Accreditation Manager
karena.zulkowski@colibrigroup.com

Office Facilities and Hours

The Administrative Office of Moreland University is located in Washington, DC, at 1100 17th Street NW, Suite 650. Office hours are from 9:00 a.m. to 5:00 p.m. Eastern time on Monday through Friday. The phone at 844- 283-2246 is answered by a D.C. staff member during that time period. Candidates can call 844-383-2240 from 9:00 p.m. to 9:00 a.m. Eastern time for academic and technical support.

The Administrative Office has a large assortment of computers (PCs and MACs), hand-held devices, printers, copiers, white and glass boards, administrative offices, a reception area, a conference room, a kitchen, and a large central common space. The entire office suite is Wi-Fi-enabled, and a phone/intercom system is employed that contains 12 individual lines. Given the nature of Moreland University's programs, candidate instruction is virtual, and computer based. Virtual classes (VCs) use Zoom as our video conferencing tool. While it is rare, when local candidates visit, offices, the conference room, glass boards, and computers can be used for instructional purposes.

ACADEMIC PROGRAMS

Moreland University currently offers the following programs:

- TEACH-NOW® Teacher Preparation Certificate Program (9 months/36 weeks)
- Master's in Education with Teacher Preparation: Early Childhood Education Focus (1 year/52 weeks)
- Master's in Education with Teacher Preparation: Special Education Focus (1 year/52 weeks)
- Master's in Education with Teacher Preparation: Teaching Multilingual Learners Focus (1 year/52 weeks)
- Master's in Education with Teacher Preparation: Educational Technology Focus (1 year/52 weeks)
- Master's in Education with Teacher Preparation: Research Focus (1 year/52 weeks)
- Master's in Education with Teacher Preparation: Globalization Focus (1 year/52 weeks)
- Master's in Educational Leadership (1 year/52 weeks)
- Master's in Globalization and Education Research (50 weeks)

TEACH-NOW® Teacher Preparation Certificate Program

The 8-course certification program prepares candidates for state licensure and includes a 12-week clinical practicum.

Learning Outcomes

Candidates who complete the TEACH-NOW® Teacher Preparation Certificate Program should be able to:
- Develop and manage effective classroom environments that embrace norms, rules, and procedures
- Meet the needs of multilingual learners and students with special needs in diverse learning environments
- Collect, evaluate, and understand data that inform data-driven instructional practices
- Determine students' learning and behavioral strengths and weaknesses
- Design dynamic, collaborative learning experiences that enable each student to achieve success
- Use research and evidence-based practices to create innovative and effective teaching methods

Certificate Program Course Sequence

Course	Contact Hours	Credit Hours	Number of Weeks
ED 501: Program Orientation	15	1	1
ED 502: The Culture of Schooling	30	2	3
ED 503: The Learner & Learning in the Digital Age	45	3	4
ED 504: Managing the Learning Environment	45	3	6
ED 505: Student Assessments	45	3	4
ED 506: Planning & Preparation for Learning	45	3	4
ED 507: Introduction to Clinical Practice	15	1	2
ED 508: Teaching Practice and Proficiency (clinical practicum)	120	8	12
Totals	**360**	**24**	**36**

Master's in Education Degree with Teacher Preparation

The Master's programs prepare candidates for P-12 teaching with a focus in one of the following areas:
- Early Childhood Education
- Special Education
- Teaching Multilingual Learners
- Educational Technology
- Research Focus
- Globalization Focus

The Master's programs include the TEACH-NOW® Teacher Preparation Certificate Program with the 12-week clinical practicum and a 16-week specialization focus.

Learning Outcomes

Candidates who complete the Master's in Education Degree with Teacher Preparation Program should be able to meet the outcomes listed in the Teacher Preparation Certificate Program, plus:

Master's in Education with Early Childhood Education Focus
- Identify the stages of development critical to educational outcomes in the early years
- Create positive learning environments and goals for instruction that are developmentally appropriate
- Develop pedagogical approaches to meet the needs of all students
- Identify, confront, and explore the impact of implicit bias
- Recognize and celebrate diversity and cultural awareness in the classroom

Master's in Education with Special Education Focus
- Understand the laws and policies that govern special education services
- Implement best practices and educational theories to daily instruction
- Apply appropriate accommodations for children and youth with special needs
- Plan instruction for students with mild to moderate disabilities
- Develop and facilitate an Individualized Education Plan (IEP) using a case study

Master's in Education with Teaching Multilingual Learners Focus
- Incorporate the 4+1 language domains: speaking, listening, reading, writing and making metalinguistic connections
- Embrace and elevate student cultural and linguistic identities
- Assess language learners' needs in culturally and linguistically diverse classrooms
- Support the development of language acquisition for students at various levels of multilingualism

Master's in Education with Educational Technology Focus
- Develop a strong foundation of educational technology tools and strategies
- Apply different models of instructional coaching and design to support teacher professional development in using technology tools and strategies
- Collect and analyze data to develop solutions that resolve a problem of practice using innovative technology
- Create and implement a department, school, or district-wide educational technology improvement plan

Master's in Education with Research Focus
- Develop and implement an educational research project on a topic of interest
- Identify and utilize appropriate educational research methodologies
- Collect and critically analyze data to support decision making
- Understand and apply ethical standards to the conduct of research

Master's in Education with Globalization Focus
- Examine the impact of globalization on education and the diversity of international curricula
- Critically analyze international mindedness, intercultural literacy, and global competence in educational settings
- Use action research to study a problem or question related to multilingualism, international mindedness, or global education

Degree Requirements

The Master's in Education Degree with Teacher Preparation is a 12-month master's degree program. Candidates complete master's content modules in their area of focus first, then take the eight modules of the teacher preparation program. After completing those eight modules, candidates are eligible to apply for certification in the District of Columbia, Arizona, and West Virginia. Moreland University is an accepted provider in the state of Georgia.

Course Sequence for Master's degree with Teacher Preparation

Research Focus Courses	Contact Hours	Credit Hours	Number of Weeks
ED 509 The Educational Research Process	45	3	4
ED 510 Educational Research Methods	60	4	4
ED 511 Practical and Ethical Considerations when Conducting Educational Research	60	4	4
ED 512 Capstone Project: Educational Research	60	4	4
Focus Area Total	**225**	**15**	**16**

Globalization Courses	Contact Hours	Credit Hours	Number of Weeks
ED 513 Impact of Globalization on Education	45	3	4
ED 514 Research in Globalization and International Education	60	4	4
ED 515 International Mindedness	60	4	4
ED 516 Globalization Project Presentation	60	4hv bnh g	4
Focus Area Total	**225**	**15**	**16**

Early Childhood Education Courses	Contact Hours	Credit Hours	Number of Weeks
ED 517 Philosophical Inquiry and Contemporary Issues in Early Childhood Education (ECE)	45	3	4
ED 518 Creating Positive Learning Environments in ECE	60	4	4
ED 519 Learner Differences and Commonalities in ECE	60	4	4
ED 520 Curriculum and Instruction in ECE	60	4	4
Focus Area Total	**225**	**15**	**16**

Special Education Courses	Contact Hours	Credit Hours	Number of Weeks
ED 521 Current Trends and Issues in Special Education	45	3	4
ED 522 Policies and Practices in Special Education	60	4	4
ED 523 Psycho-educational Interventions for Children and Youth with Special Needs	60	4	4
ED 524 Instructional Planning Methods in Special Education	60	4	4
Focus Area Total	**225**	**15**	**16**

Teaching Multilingual Learners Courses	Contact Hours	Credit Hours	Number of Weeks
ED 525 Learning in a Linguistically Diverse Environment	45	3	4
ED 526 Teaching Language Learners in a Linguistically Diverse Environment	60	4	4

	Contact Hours	Credit Hours	Number of Weeks
ED 527 English Language Development in a Linguistically Diverse Environment	60	4	4
ED 528 Receptive and Productive Skill Development in a Linguistically Diverse Environment	60	4	4
Focus Area Total	**225**	**15**	**16**

Educational Technology Courses	Contact Hours	Credit Hours	Number of Weeks
ED 540 Systems Thinking in Digital Learning and Educational Technology	45	3	4
ED 541 Becoming an Instructional Coach for Educational Technology	60	4	4
ED 542 Instructional Design in Educational Technology	60	4	4
ED 543 Implementing an Educational Technology Project	60	4	4
Focus Area Total	**225**	**15**	**16**

Teacher Preparation Courses	Contact Hours	Credit Hours	Number of Weeks
ED 501 Program Orientation	15	1	1
ED 502 The Culture of Schooling	30	2	3
ED 503 The Learner & Learning in the Digital Age	45	3	4
ED 504 Managing the Learning Environment	45	3	6
ED 505 Student Assessments	45	3	4
ED 506 Planning & Preparation for Learning	45	3	4
ED 507 Introduction to Clinical Practice	15	1	2
ED 508 Teaching Practice and Proficiency (Clinical Practice)	120	8	12
TOTAL	**360**	**24**	**36**
TOTAL (with M.Ed. Focus Area total included)	**585**	**39**	**52**

Master's in Education Degrees without Teacher Preparation Program

The following master's programs are designed for educators seeking a Master's in Education Research degree and Globalization or Educational Leadership. These two programs do not result in eligibility for a teaching license.

Master's in Globalization and Education Research

Learning Outcomes

Candidates who complete the Master's in Globalization and Education Research should be able to:
- Diagnose students' learning capacities
- Design learning experiences that enable each student to achieve success
- Use new research on learners and learning to create innovative and effective teaching methods
- Recognize the change in role of a teacher as a dispenser of knowledge to teacher as a manager, coach, leader, and facilitator of learning
- Select and use next generation tools and technology for teaching and learning
- Manage the challenges of the environment in which formal education occurs
- Examine the impact of globalization on education and the appeal of international curricula
- Critically analyze international mindedness, intercultural literacy, and global competence in educational settings
- Use action research to study a problem or question related to multilingualism, international-mindedness, or global education
- Critically analyze and evaluate educational research
- Use research to address classroom- or school-based conditions

Degree Requirements

The Master's in Globalization and Education Research program is a twelve-month program of 13 courses.

Course Sequence for Master's in Globalization and Education Research

Course (Module)	Contact Hours	Credit Hours	Number of Weeks

ED 501 Program Orientation	15	1	1
ED 509 The Educational Research Process	45	3	4
ED 510 Educational Research Methods	60	4	4
ED 511 Practical and Ethical Considerations when Conducting Educational Research	60	4	4
ED 502 The Culture of Schooling	30	2	3
ED 503 The Learner & Learning in the Digital Age	45	3	4
ED 504 Managing the Learning Environment	45	3	6
ED 505 Student Assessments	45	3	4
ED 506 Planning & Preparation for Learning	45	3	4
ED 513 Impact of Globalization on Education	45	3	4
ED 514 Research in Globalization and International Education	60	4	4
ED 515 International Mindedness	60	4	4
ED 516 Globalization Project Presentation	60	4	4
TOTALS	**615**	**41**	**50**

Master's in Educational Leadership
This 12-month program is designed for candidates who wish to become a Principal, Head of School, Assistant Principal, Department Chair, or other administrative school leaders anywhere in the world. The curriculum incorporates the Professional Standards for Education Leaders (PSEL) and a 15-week internship in school administration during ED 539.

Learning Outcomes

Candidates who complete the Master's in Educational Leadership degree will be able to:
- Identify which leadership styles are most effective in a variety of situations
- Evaluate the culture of a school and identify and remediate areas of inequity
- Use data to assess and remediate curriculum and instructional shortcomings in a school
- Manage the physical plant, infrastructure, and resources of a school
- Create, analyze, maintain, and modify a school budget
- Understand and comply with legal and ethical requirements
- Assess and mitigate risks

- Lead a strategic planning process in the school community
- Create and implement a School Improvement Plan

Degree Requirements

The Master's in Educational Leadership program is a 12-month program consisting of 10 courses and incorporating a total of 15 weeks of internship.

Course Sequence for Master's Degree in Educational Leadership

Course (Module)	Contact Hours	Credit Hours	Number of Weeks
ED 530: Educational Leadership Orientation	15	1	1
ED 531: Philosophy of Global Educational Leadership	30	2	3
ED 532: Creating a Learning Community Through Educational Leadership	60	4	5
ED 533: Role of Educational Leadership in Developing Student Learning and Achievement	60	5	6
ED 534: Managing School Operations	60	4	6
ED 535: Financial Planning and Human Capital Management	60	3	4
ED 536: National & International Education Policy, Laws and Ethics	45	3	4
ED 537: Risk Management and School Climate and Safety	45	3	4
ED 538: Strategic Planning and Community Engagement	60	4	4
ED 539: Educational Leadership Internship Practice and Proficiency	150	10	15
TOTALS	**585**	**39**	**52**

Course Descriptions

ED 501: Program Introduction (1 week)
This course introduces candidates to the organization, structure, and resources on the platform. The course activities require candidates to meet their cohort members, discuss ways to work with each other during the program, and locate resources, including a required web portfolio. The

course also provides an introduction to the InTASC standards, where candidates create a reflection and record their activities on their portfolio.

ED 502: The Culture of Schooling (3 weeks)
This course provides candidates opportunities to investigate a big picture view of the context in which they will be teaching. This includes understanding laws and policies that affect teaching and learning, and analyzing student demographic and performance data to find patterns and relationships between the two. The course focuses on understanding student diversity in terms of race, gender, language, socioeconomic backgrounds, special abilities, difficulties, and disabilities. Candidates discuss strategies to differentiate and personalize instruction to meet the needs of all students, especially students with special needs. Additionally, candidates understand student diversity and language development, phonology, phonemic awareness, and reading achievement as well as Universal Design for Learning.

ED 503: The Learner and Learning in a Digital Age (4 weeks)
This course focuses on understanding the student learner and designing student-centered learning experiences. Candidates put digital skills into practice by exploring innovative tools and strategies to create immersive and deeper learning experiences for students through integrative technology. Candidates apply their understanding of student-centered learning strategies through student case studies to demonstrate and discuss how these strategies would be relevant in their own classrooms. Candidates learn to engage students and meet their individual needs through Universal Design for Learning and understand how to utilize a multilingual learner's home language to support language development. Candidates study the stages of language development and learn to differentiate instruction to meet each student's language and cognitive development.

ED 504: Managing the Learning Environment (6 weeks)
This course provides candidates with tools and strategies that they can use to effectively manage their class time and student work using norms, procedures and transitions that help every student learn, develop, and grow. Candidates learn the importance of collaboration and reflection as tools for continuous learning and development as a teacher professional. This module provides opportunities to explore various types of challenging student behaviors and provides strategies for addressing these behaviors in a positive manner while maintaining a positive classroom climate. Candidates use video as a learning and observation tool to discuss and conclude what constitutes effective and ineffective management of the learning environment and develop plans that would help them in managing their own classroom. Candidates design these learning management plans in preparation for their actual teaching practice during the culminating clinical practice program.

ED 505: Student Assessments (4 weeks)
This course is a deep dive into different types of assessments. Candidates begin planning the curriculum and determine ways of tracking and monitoring student progress. They learn to gather, collate, and analyze data to inform instruction, differentiate, and group students appropriately. Candidates discuss and practice ways to communicate and partner with parents or guardians to

help students improve and succeed. The course includes topics on ways to improve student learning through data-based decision making and differentiation for students with special needs and English language learners. Additionally, candidates learn foundations of reading instruction and components of fluency and effective reading strategies for comprehension. Candidates explore how oral language development relates to language comprehension, vocabulary development, writing, and how to use literacy assessments to guide instruction.

ED 506: Planning and Preparation for Learning (4 weeks)
This course focuses on curriculum mapping, unit and lesson planning based on standards, goals, and objectives. Candidates observe and analyze lesson plans, and then evaluate them to identify the strengths and areas of improvement. Candidates apply the knowledge, skills, tools, resources, and strategies they learned in the previous courses to design lesson plans that they can use during the culminating clinical practice portion of the program. Candidates practice writing and reviewing unit plans and lesson plans to learn the skills involved in designing strong lesson plans. Candidates learn to build reading proficiency and metacognitive skills with their students and understand instructional practices on phonological and orthographic units, translanguaging and vocabulary acquisition.

ED 507: Introduction to Clinical Practice (2 weeks)
This course introduces candidates to the Clinical Practice program. Candidates review the TEACH-NOW Clinical rubric based on InTASC standards with their instructor, mentor, and cohort. Candidates review the evaluation procedure with their onsite mentor and prepare lessons for the first week of teaching in the classroom and they review strategies for managing the learning environment.

ED 508: Teacher Practice and Proficiency (12 weeks)
This is the culminating Clinical Practice portion of the program where candidates work in a classroom with a mentor teacher and engage in reflective and collaborative teaching practice with their cohort. Candidates present evidence of their teaching practice, discuss student case studies on a weekly basis and brainstorm with their cohort on how to meet the learning needs of all their students. Candidates demonstrate their proficiency on the clinical rubric based on the 10 InTASC Standards and develop a practice of continuous learning through reflection, discussion and collaboration. The course provides opportunities for professional development and leadership beyond the scope of the program so that candidates can continue the process of learning after they complete the program. The course follows a growth model where candidates showcase their learning, development, and growth during Clinical Practice through review and reflection. Candidates in this course track and monitor student growth and use data to inform their instruction.

ED 509: The Educational Research Process (4 weeks)
In this course, candidates become familiar with important research concepts and explore peer reviewed literature sources on a variety of educational topics. Candidates perform a literature review and begin to define a topic for their capstone project.

ED 510: Educational Research Methods (4 weeks)
In this course, candidates learn about and practice a variety of research methods used in educational research including quantitative, qualitative, and mixed-methods research. Candidates determine the methods they will use to gather data for their capstone projects and complete their literature review.

ED 511: Practical and Ethical Considerations when Conducting Research (4 weeks)
In this course, candidates learn the ethical issues surrounding working with human subjects, including the role of an Institutional Review Board. Ethical and practical issues of obtaining funding for educational research are also explored and candidates learn about the world of academic publication. Finally, the role of research in 18 informing education policy is investigated.

ED 512: Capstone Research (4 weeks)
In this course, candidates complete and present their capstone research project. Candidates also serve as a peer panel for their cohort member's presentations.

ED 513: Impact of Globalization on Education (4 weeks)
In this course, candidates investigate the impact of globalization on education policy and identify effective strategies for supporting globally mobile students.

ED 514: Research in Globalization and International Education (4 weeks)
In this course, candidates analyze curricular models used in different parts of the world and investigate international, 21st Century trends and their dispersion throughout the globe.

ED 515: International Mindedness (4 weeks)
In this course, candidates analyze different theoretical approaches to understanding the interactions of culture, beliefs, language, and other variables and how these different approaches inform policy and pedagogy.

ED 516: Globalization Research Project (4 weeks)
In this course, candidates complete a capstone project on the globalization of education.

ED 517: Philosophical Inquiry and Contemporary Issues in ECE (4 weeks)
This course provides a strong foundation in child development, family studies, and early childhood education. Candidates delve into the full spectrum of early childhood education from birth through age eight (grade 3), and the programs within that range--infant and toddler programs, preschool and daycare programs, kindergarten programs, and primary education. Educational theory, curriculum, program applications, and current early learning trends and issues are examined.

ED 518: Creating Positive Learning Environments in ECE (4 weeks)
Creating positive learning environments in early childhood educational settings is one of the most important ways to enhance student motivation and creativity. In this course, candidates research and analyze classroom setup, curricula, and libraries, and debate various

classroom/school behavior management systems to figure out how to foster positive learning environments for their young learners.

ED 519: Learner Differences and Commonalities in ECE (4 weeks)

This course affords candidates the opportunity to consider learners as individuals and to discuss pedagogical approaches to meet the varying needs of all early learners. Candidates practice making connections regarding individual differences to general language teaching and learning theories.

ED 520: Curriculum and Instruction in ECE (4 weeks)

The skills needed for writing learning objectives and instructional plans for various domains of learning are explored and practiced during this module. A particular emphasis is placed on creating developmentally appropriate goals for instruction; planning activities and assessments based on cognitive, social, affective, and psychomotor factors; and designing suitable means of assessing overall units and individual lessons.

ED 521: Current Trends and Issues in Special Education (4 weeks)

This course focuses on current trends and issues in special education. It provides candidates with the opportunity to learn the history of special education throughout the world, apply educational theories to daily instruction and/or school leadership, and begin to build a partnership with a Special Education mentor.

ED 522: Policies and Practices in Special Education (4 weeks)

In this course, candidates learn about the laws that govern and the policies associated with special education services. Candidates analyze the general educator-special educator relationship and how collaboration works in various institutions while researching how students are under-, over-, and mis-identified in educational institutions.

ED 523: Psycho-educational Interventions for Children and Youth with Special Needs (4 weeks)

The primary objective of this course is for candidates to advance their professional knowledge of psycho-educational interventions for children and youth with special needs both in self-contained and inclusive educational environments. Candidates study the continuum of services and how those services are delivered, examine tiered intervention systems, and effective routines/procedures for successful programs.

ED 524: Instructional Planning Methods in Special Education (4 weeks)

This module examines instructional planning in special education for students with mild to moderate disabilities. Candidates deconstruct an Individualized Education Plan (IEP) and create one. They learn about students with exceptionalities, student evaluations and assessments, and the importance of effective communication in special education and procedural safeguards for students, teachers, and institutions.

ED 525: Learning in a Linguistically Diverse Environment (4 weeks)

This course focuses on perspectives related to multilingualism and how it affects teaching and learning. Candidates explore topics of student identity, home language and culture, and how to develop socio-cultural competence in the linguistically diverse classroom. This course introduces candidates to linguistics and basic linguistic theory. Candidates explore language resources in the community and frameworks and language assessment tools for language programs. Candidates learn how to modify lessons to meet the cultural and linguistic needs of their students in all classroom types and observe and evaluate strategies for teaching language learners in an online learning environment.

ED 526: Teaching Language Learners in a Linguistically Diverse Environment (4 weeks)
During this course candidates are introduced to key principles for effectively teaching language learners and how to create a classroom in a culturally sustaining manner. Candidates apply strategies that include discrete and integrated skills to support linguistically diverse learners. The course explores technology tools and resources to assist language learners as well as instructional approaches unique to the linguistically diverse classroom. Candidates build foundational knowledge about how to meet the needs of language learners with special needs.

ED 527: English Language Development in a Linguistically Diverse Classroom (4 weeks)
This course provides a deep theoretical introduction to English grammar patterns and structures from the word to the clause level. Further, the course introduces a variety of practice exercises and pedagogical tools for the teaching of grammar to English language learners. Beyond the teaching and learning of grammar, the course will engage educators in strategies for the teaching of vocabulary and in strategies for providing effective feedback on multilingual student learners' writing. Additionally, candidates explore strategies for translanguaging, making metalinguistic connections, and cross-linguistic transfer.

ED 528: Receptive and Productive Skill Development in a Linguistically Diverse Environment (4 weeks)
Critical to learners' language development across all domains, receptive skills (listening and reading) and productive skills (speaking and writing) must be effectively supported in the linguistically diverse classroom. This course will provide a deeper understanding of these discrete skills and how they relate to other domains of linguistic development through an integrated pedagogy. Further, the course will focus on sharpening pedagogical tools for assignment and curriculum design as well as feedback strategies/techniques.

ED 530: Educational Leadership Program Orientation (1 week)
This course introduces candidates in the Master's in Educational Leadership program to the Moreland University's programs learning design of project/activity based, collaborative learning and the online learning platform where they will be collaborating and submitting their work for the program.

ED 531: Philosophy of Global Educational Leadership (3 weeks)
In this course, candidates find their personal definitions of leadership, and explain how they plan to inspire and influence others to follow a common vision and mission. They research and analyze

different leadership styles to understand what works best for them in which situation. Candidates learn how to become a change leader who can lead, respond to, and manage change in their school. They begin charting out areas for change at their school that could become priorities in their school improvement and development plan. Candidates create aspirational vision and mission statements that align with the strategic direction of the school as well as inform the goals for the school improvement plan.

ED 532: Creating a Learning Community through Educational Leadership (5 weeks)
The primary objective of this course is for candidates to understand the importance of culture and community in building a positive learning environment of support, development, and achievement of every student. Candidates work with school faculty to create a professional learning community where they collaboratively decide ways to evaluate teachers and serve the learning needs of all students including students with special needs, multilingual learners and gifted or talented students. Candidates work with faculty to brainstorm ways they can create cross-curricular projects and activities across grade levels to inculcate creativity and innovation among all students and engage them into positive learning behaviors and experiences. Using the information and experiences gathered in the course, candidates begin an internship project of developing a school behavior plan in order to create a school wide system of support for behavior interventions.

ED 533: Role of Educational Leadership in Developing Student Learning and Achievement (6 weeks)
During this course, candidates research and analyze the role of the school leader in student achievement and create a turnaround plan in one area of student achievement in their school. Candidates look at the ethical aspects of using student data for decision making and debate how it can be used for effective decision making and student welfare and progress. Candidates review different types of assessments and curriculum in terms of how they are used effectively by school faculty and facilitating faculty collaboration and reflection into improving their use and effectiveness in their instruction. Candidates will also evaluate instructional plans to see how well they map with the curriculum goals and students' learning needs. As part of this process, candidates also review the use of technology in instruction for effectiveness and learning value. Using the information and experiences gathered in the course, candidates complete an instructional needs analysis to inform the school improvement plans to be implemented during the culminating internship.

ED 534: Managing School Operations (6 weeks)
The primary objective of this course is to help candidates build the skills required for managing a school. Candidates complete tasks associated with managing a school site such as creating an academic calendar with a schedule for all major events, assessments, creating a testing environment, instructional time, extracurricular activities, collaborative planning, professional development of staff and faculty and other items specific to their school. Candidates survey the facilities of the physical plant and conduct a needs assessment of the infrastructure, resources, and technology, and determine areas that need improvement or replacement. They also analyze the record keeping policies and practices and conduct an audit to review the accurate collection,

storage and use of student data by staff and faculty. Candidates evaluate the security procedures in place for the physical security and safety of students and staff as well as the security of important student data such as personal information and academic records.

ED 535: Financial Planning and Human Capital Management (4 weeks)

In this course, candidates do a deep dive into the financial and human resource planning aspect of managing operations. Candidates compare and contrast their school's previous annual budgets and corresponding expenses to see trends in expenditure and do an accountability audit to see if the funds are allocated and spent equitably and allocate resources including human resources across various departments at the school. In order to recruit and retain the best staff and faculty, candidates research, brainstorm and share their experiences to come up with a list of best practices that they can adopt at their school to achieve this purpose. Using the information and experiences gathered in the course, candidates begin drafting an annual budget for the upcoming school year along with a human resource allocation plan that they will complete and submit during the culminating internship.

ED 536: National & International Education Policy, Laws & Ethics (4 weeks)

In this course, candidates learn about the national and international laws that govern education in general and the policies governing their school specifically. Candidates review the human resource policies and agreements set up by different schools in different locations around the world and evaluate their impact on educational leadership.Candidates discuss different types of human resource conflicts and brainstorm conflict resolution strategies to design an HR policy for conflict management at their school. Candidates review ethical issues related to providing an equitable and inclusive education for all including issues concerning social justice, human rights and special education with reference to the laws of the country that require them to make provisions for all students and staff. Using their research and discussions completed in this course, candidates create or update an existing ethical and professional code of conduct as part of their project submission for the culminating clinical practice portion of the program with the goal to invoke ethical practices from all members of their school.

ED 537: Risk Management and School Climate & Safety (4 weeks)

This course focuses on an important aspect of an educational leader: ensuring the security and safety of the students, staff and visitors at the school site. Candidates conduct a risk assessment exercise where they examine the potential risks to the school and its members from different perspectives as well as discuss potential natural and man-made emergencies that their school is likely to face. Candidates undertake steps to safeguard the school site from potential security issues by evaluating the safety policies and procedures in place and drills and protocols for alerting against perceived emergencies. Candidates also prepare a process or protocol for supporting students and staff in case of a traumatic event that may occur in the school or its members. Using the information gathered through their research and interviews during this course, candidates will design a contingency plan to mitigate risks as part of their submission for the culminating internship.

ED 538: Strategic Planning & Community Engagement (4 weeks)

This course provides a solid foundation to prepare new leaders to become strategic planners with the skills and dispositions required to build leadership teams and relationships with families and community to offer the best learning experiences for students and the necessary support to their families and the local community. In this course, candidates will start taking ownership of the school in terms of planning for its future and enabling it to grow in numbers as well as reputation. Finally, candidates use all the work they completed in the program to finalize their school improvement plan with four priority items along with the strategies to implement and achieve the goals of the school improvement priorities with the intent to implement these strategies during the following 15 weeks of concentrated internship.

ED 539: Educational Leadership Internship Practice and Proficiency (15 weeks)

Candidates complete a culminating 15-week internship where they are observed and evaluated by a mentor on their proficiency in leadership skills as demonstrated through various activities conducted through the school year as well as through the implementation of the priorities listed in the school improvement plan. Candidates present evidence of their work in the school as a school leader to demonstrate proficiency on Moreland University's Clinical Rubric based on the ten Professional Standards for Educational Leadership (PSEL) designed by the National Policy Board of Educational Administration. Candidates begin the work for their submissions to demonstrate proficiency in the PSEL standards from the beginning of the program and finalize it in the culminating internship. During their internship, they present their work completed to their cohort, instructor, and mentor for feedback and evaluation as well as participate in reflective practices throughout the internship by presenting and reflecting on the activities they performed towards school improvement and management.

ED 540: Systems Thinking in Digital Learning and Educational Technology (4 weeks)

Candidates experience an introduction to the field of Educational Technology by getting hands-on experience in technology tools, classroom integration, and external micro-credentialing programs. The outcomes for this course are that candidates will have a strong foundation of education technology with experience building up their EdTech portfolio through social media presence, a digital portfolio, online certifications, and strategies for digital content.

ED 541: Becoming an Instructional Coach for Educational Technology (4 weeks)

Instructional coaching is an essential skill needed when working in the Educational Technology Field. The ability to build relationships with teachers and admin, speak into their practice and provide coaching and feedback allows for new ideas and strategies to be brought into the classroom. Through this course, candidates gain an understanding of instructional coaching, different models of coaching that can be used as well as strategies of quality professional development that can be used in their school/district.

ED 542: Instructional Design in Educational Technology (4 weeks)

Candidates will be able to research and integrate models of instructional design, explore and plan for learning technology tools of the future as well as building up a strong process of program evaluation.

ED 543: Implementing an Educational Technology Plan (4 weeks)
Candidates create and partially implement an Educational Technology strategic plan for their school.

ACADEMIC CALENDAR

Because candidates enter Moreland University programs every month, a traditional academic calendar with limited enrollment periods and holidays is not applicable. In most cases, cohorts start and move through modules with no breaks other than a two-week winter break at the end of December. Cohorts that begin December, January, and February have a break after ED 506 so that Clinical Practice (student teaching) aligns with a typical school calendar. Candidates have access to the learning platform with activities, learning resources, instructor feedback, and their transcript at any time of the day or night, without regard to holidays and other significant dates.

Moreland University is a "continuous enrollment" institution, which means that candidates are automatically enrolled in the module that immediately follows the one they just finished. In the event of a summer break impacting the clinical placement portion of the program, Moreland University may schedule one or two modules outside of the regular sequence so that candidates can finish their clinical practice before the summer break. The weekly virtual class schedule remains at the same time on the same day from module to module.

All courses operate on an Eastern Standard Time schedule. It should be noted that Moreland University observes daylight savings time. This can alter the time of VCs for candidates living outside of the United States by one hour.

Changes to Curriculum

Although candidates are required to complete the program that was current at the time of their enrollment, Moreland University may modify requirements and coursework to maintain the relevance of Moreland University's outcomes and programs. As changes are implemented, Moreland University will ensure that the credits already earned will be applied to the updated program. When program activities are updated and revised, candidates beginning a new module or returning after pausing or withdrawing from a program will complete the most current version of the program.

Library and Learning Resources

All resources (books, articles, videos, etc.) are provided online for each activity of the program. Candidates are not required to buy textbooks or other resources. They have 24/7 access to Moreland University's Online Library of research databases, journals, e-books, and more.

Candidates have access to some of the most current literature and research on teaching and learning.

Technology Requirements

To ensure that candidates can participate actively and effectively in the weekly virtual classes, they should ensure that their computer system and internet connection meet the requirements below.

> Internet Connection
> A high-speed internet connection is required for participation in the virtual class. Candidates should check their internet connection at http://www.speedtest.net. Moreland University uses Zoom for all class meetings. Candidates can find the information here about the requirements needed to run Zoom on your device.
>
> Hardware and software minimum requirements
> 1. 4 GB RAM
> 2. Microphone, speakers or headset, webcam

CLINICAL PRACTICE

The field experiences and clinical experiences of Moreland University's TEACH-NOW® Teacher Preparation Certificate Program are embedded in activities across the courses. Pre-Clinical field experiences are embedded throughout the eight teacher preparation courses and range from viewing and critiquing videos of teaching, classroom observations, interviews, meetings, practice teaching lessons, and full-time teaching in ED 508. These experiences, along with reflections, provide candidates with invaluable practical knowledge of content and instructional methods. Clinical Practice is the culminating experience of Moreland University's TEACH-NOW® Teacher Preparation Certificate Program that requires candidates to teach in their own or a mentor's classroom while participating in ED 508: Teaching Practice and Proficiency.

Preparing for Clinical Practice

Candidates in the certification program should complete the Clinical tab of the platform with information about their school placement and mentor during or after the Clinical Intake Interview with a Program Advisor. They should indicate the subject area in which they are seeking certification and the grade level (e.g., elementary or secondary) at which they plan to teach. This information will guide the candidate as well as Staff at Moreland University in confirming school placements and mentors.

If a candidate is currently teaching, they can complete clinical requirements in their own classroom – simply indicate on the form the name of the school, and the name and email of the school supervisor (e.g., principal or head of the school) who can confirm the placement. Once the clinical placement school supervisor signs an MoU (Memorandum of Understanding) agreement with Moreland University, the placement and mentor approved by the supervisor get confirmed on the learning platform.

Clinical Intake Interview

At the beginning of ED 503, candidates receive an alert on the learning platform to schedule a Clinical Intake Interview on the Clinical page of the learning platform with their assigned Program Advisor. This is a short meeting (approximately 15 to 20 minutes) to discuss the options for clinical placement, the subject area(s) and grade level(s) that a candidate wishes to teach and get certified in and identify a qualified mentor who can observe the candidate's lessons during ED 508.

Scheduling a Clinical Intake Interview with a Program Advisor is a **mandatory** requirement in order to proceed with clinical placement. If there aren't any available time slots on the clinical page or if the available times are not convenient, please write to the assigned Program Advisor or help@moreland.edu to schedule an alternative time.

The purpose of this intake interview is to (1) provide details regarding the clinical process; (2) to review items needed in order to be cleared to start Clinical Practice; (3) to facilitate the candidate's clinical placement; and (4) to provide any additional support the candidate may need to be successful. The intake interview is a good opportunity for Moreland University's Program Advisors to meet one-on-one with candidates and discuss their specific situation with respect to completing the requirements of Clinical Practice. Candidates are welcome to prepare any questions they may have regarding Clinical Practice and to discuss these with the support of a Program Advisor. Based on this initial discussion, the Program Advisor or the candidate may request further meetings or interactions to complete the necessary preparation for the candidate's Clinical Practice.

Clinical Placement Services

Moreland University's Clinical Placement Coordinator will work with candidates who are not currently teaching to find an appropriate placement to complete their 12-week Clinical Practice in ED 508. Candidates beginning the program come with a wide range of professional backgrounds and teaching experience from zero to several years. At Moreland University, we work with candidates who have no prior teaching experience and need assistance in finding a clinical placement. We provide this assistance at no extra cost to the candidate. However, it is important to understand that Moreland University does not guarantee a clinical placement for every candidate.

The onus of finding a school that will accept the candidate for Clinical Practice lies with the candidate. The candidate is responsible for initiating the process of finding their desired clinical placement/school to complete their practicum. The Program Advisors can assist during this process, but it is the responsibility of the candidate to make connections, reach out to schools/districts, and overall gather information towards the goal of securing their clinical placement. If needed, Program Advisors may connect candidates with the Clinical Team to provide additional support.

Finding an Approved Clinical Placement

For the purposes of Clinical Practice, Moreland University accepts various kinds of teaching situations in which candidates can demonstrate their teaching skills and proficiency. Most private, public, charter, and international schools can function as clinical placement sites. However, there are some exclusions to acceptable teaching situations. Examples of inclusions and exclusions are listed below. These lists are not exhaustive but are indicative of acceptable teaching situations.

Inclusions
- Teaching groups of 4 or more students
- Teaching in a pre-school, elementary school, middle school, or high school
- Teaching in a public, private, charter, international, or alternative school
- Teaching in a virtual school or a hybrid learning environment
- Teaching in a language center (for candidates seeking ESL/EFL certification) or a special education school/center (for candidates seeking a Special Education certification)

Exclusions
- Teaching groups of less than 4 students (unless approved by Clinical Team prior to ED 507)
- Homeschooling one's own children, relatives' children, or neighbors' children
- Private tutoring or group tutoring
- Virtual tutoring

If a candidate is currently employed as a teaching assistant or paraprofessional at a school and wishes to complete Clinical Practice at that school, the candidate will need to talk to the school supervisor regarding school policies allowing the candidate to do so. The school supervisor will need to digitally sign the MoU with Moreland University that confirms the school's participation and consent for the candidate's Clinical Practice.

Confirming Clinical Placement

The Clinical tab on the learning platform includes a section for Suggested Schools and Suggested Mentor(s). Candidates should fill in this information along with the contact information for the school supervisor on the clinical page on the learning platform. The candidate should complete this form as soon as possible after starting the program, but no later than by the end of ED 505.

Once the candidate enters this information and clicks 'SAVE', a Memorandum of Understanding (MoU) document is sent to the school supervisor for a digital signature. Once the school supervisor digitally signs the MoU document and returns it to the Clinical team, the school and mentor information can be seen under the Confirmed School and Confirmed Mentor section. Confirmed mentors receive their login information to the learning platform at the beginning of ED 507 or ED 508.

NOTE: Candidates **cannot** begin Clinical Practice without a signed MOU from the school placement site or district.

To be eligible to begin ED 507 Introduction to Clinical Practice (Module 7), candidates must have submitted the following information to Moreland University:

1. Criminal background report is required by the District of Columbia, the state of Arizona, or the state of West Virginia, depending on the state in which you are seeking a teaching license (NOTE: If you are currently teaching, you may submit the criminal background report you submitted for your job. However, you must complete the required background check required by DC, Arizona, or West Virginia with your application for a teaching license.)

2. Evidence of passing the Arizona subject matter test, if a candidate is seeking a teaching license in Arizona.

3. Evidence of passing the required Praxis® tests for the District of Columbia and West Virginia. Please check their state requirements to determine which tests[CC1] to take. Candidates who do not pass their Praxis® tests prior to ED 507 must pass before completing the program.

4. Evidence of passing the required state tests for Florida.

For detailed information about clinical practice, please carefully review the Clinical Practice Handbook. Candidates can contact their Program Advisor for information on no-cost test preparation assistance.

ASSESSMENT

Each activity throughout a program includes the performance objectives that must be met by candidates. The submission requirements are clearly identified and scored by instructors using rubrics with evaluation criteria that are aligned with the activity requirements. The rubrics can be accessed by candidates on the learning platform at any time.

Performance Assessments

Depending on the activity, candidates are asked to complete written projects such as blogs, reflections, lesson plans, assessments, presentations and videos and other digital products. Candidates are also asked to document their observations of and reflections on the work of teachers observed in videos and actual school classrooms. Each activity includes detailed instructions and rubrics for the required product.

Clinical Assessments

Activities during clinical practice are designed to evaluate a candidate's knowledge and skills to work effectively with students and colleagues in schools to help students learn. A candidate's mentor and faculty instructor during ED 507 Introduction to Clinical Practice and ED 508 Teaching Practice and Proficiency use the standards of the Interstate Teacher Assessment and Support Consortium (InTASC) to assess the candidate's performance in the classroom as they progress through the 12-week clinical practice. The InTASC standards, which have been adapted by most states in the United States, Moreland University's Clinical Rubric, the Field Experiences and Clinical Practice Handbook, the Mentor Handbook, and other documents related to clinical practice can be accessed from the Clinical and Certification tab on Moreland University's learning platform.

Moreland University's Self-Assessment

Moreland University candidates are regularly consulted for feedback on the program, and advice on ways it can be improved to create a better learning experience for themselves and for future candidates. At the end of each unit and course as well as at the end of the program, candidates are prompted on the learning platform to complete a survey on the quality of the program and the performance of faculty instructors. The survey responses are aggregated and represented in data charts for regular review by Moreland University's leadership and faculty.

An Alumni Survey is conducted six and nine months after a candidate finishes a program. The survey asks graduates how satisfied they were with the program, whether they achieved the goals they had when they started the program, and whether they would recommend the program to others. It asks graduates to report on how effective components of the program were and how effective the program was in helping them develop teaching competencies. These data provide insights for revising programs and processes over the next year.

An Employer Survey collects data on the perceptions of principals about the competence of the TEACH-NOW® Teacher Preparation Certificate Program completers and graduates who are teaching or working in their building. This survey solicits a principal's perception of how well-prepared Moreland University's graduates are. They are asked to rate the performance of the

graduate on eight of the InTASC standards used by Moreland University to assess candidate performance in their clinical practice.

ADMISSIONS REQUIREMENTS & PROCEDURES

Admissions Process

Moreland University enrolls new cohorts of candidates (students) each month throughout the year.

Moreland University's application is fully online. Applications are reviewed as soon as they are submitted, and applicants are informed of their admission status within 48 hours. Accepted applicants who meet our requirements are notified of the next available start dates and procedures for enrolling in the program of their choice.

Admissions Criteria

Teacher Preparation Certificate Program
Prospective candidates must meet the following requirements to be eligible for admission to the program:
- Bachelor's degree (or higher). A minimum of a bachelor's degree is required. Official baccalaureate transcripts must be submitted at the point of admission. See note below for a description of what constitutes an official transcript.

- 3.0 GPA. We seek a GPA (Grade Point Average) of 3.0 or higher, or equivalent experience. Transcript Evaluation (for non-US baccalaureate degrees): All applicants whose baccalaureate degree was obtained outside the United States or its territories will need to complete an official baccalaureate degree transcript evaluation from a NACES member. Please see the note below on Transcript Evaluation and Translation.

- English language proficiency. See below for further information.

NOTE: for Florida Residents Only:
- Prior to enrollment into Moreland University's TEACH-NOW program, candidates seeking licensure in Florida must submit a valid Statement of Status of Eligibility (SOE) from the Florida Department of Education indicating that the candidate is eligible for the certification subject area and grade level listed on the SOE. The statement must read "you are eligible".
- Check validity dates on the eligible SOE
- The program beginning date cannot begin before the applicant receives an eligible SOE

Florida-specific requirement: Official Statement of Status of Eligibility

When you send a complete application package to the Bureau of Educator Certification requesting a Florida certificate, your complete package is evaluated to determine your eligibility for a Florida certificate. The result of that determination is sent to you as an Official Statement of Status of Eligibility.

The purpose of the Official Statement of Eligibility:
- To officially state that "you are eligible" or "you are not eligible" for a Temporary Certificate or a Professional Certificate in the subject area you requested, and
- To provide you with a customized list of the requirements you must complete to be issued full state certification in Florida.

The Official Statement of Eligibility must indicate "you are eligible" to satisfy the admissions requirements. No exceptions can be made to this policy. See the sample eligible/ineligible SOE's. The prospective candidate must seek certification in the area indicated on the valid Official Statement of Eligibility.

Master's Degree Programs
For admission to our master's programs, we adhere to the following criteria:
- Bachelor's degree (or higher). A minimum of a bachelor's degree is required. Official transcripts must be submitted at the point of admission.
- 3.0 GPA. We seek a GPA (Grade Point Average) of 3.0 or higher, or equivalent experience.

Transcript Evaluation and Translation (For Non-US Baccalaureate Degrees)
For those candidates seeking a teaching credential, please note that, as part of your application for a state-issued teaching credential in some states, you will need to have your official baccalaureate degree transcript from non-U.S. institutions evaluated for educational equivalence by a National Association of Credential Evaluation Services (NACES) member agency. See www.naces.org for a list of current NACES member agencies that can conduct a transcript evaluation and/or provide translation services.

English Language Proficiency Assessment

Applicants whose home language is not English or who have not earned a Bachelor's degree from an institution where English is the principal language of instruction must demonstrate academic proficiency (university level) in English through one of the following measures for admission:

Proficiency Measure	Required Score for Certification Program	Required Score for Master's Degree Program

Graduate from accredited / recognized high school where instruction was in English	High School Diploma	n/a
Paper-based Test of English as a Foreign Language (TOEFL)	500	530
Internet-based TOEFL (iBT)	61	71
International English Language Test (IELTS)	6.0	6.5
Pearson Test of English Academic Support	44	50
Duolingo English Test	90	95

Tuition

Tuition is a flat rate per program and includes a $200.00 non-refundable registration fee. Subject to Moreland University's refund policy, tuition does not change based on the number of credit hours completed in a module. Tuition rates are as follows:

> $6,500 for the Teacher Preparation Certificate Program
> $14,000 for the full 12-month Master's in Education Degrees
> $ 7,500 for the Master's in Education Add-on

Tuition includes all of the following:
- 24/7 access to course materials and Moreland University's online learning platform
- Academic support by the faculty instructor of the module in which you are currently enrolled and, if necessary, the academic administrative team
- Program and technical support by the Manager of Candidate Support and a designated Program Advisor
- Clinical Practice (student teaching) support by the Clinical Team
- Clinical support from the Clinical tab on the platform and Moreland University's Clinical Team
- Assessments of every activity in the program

Payment Options
> Teacher Preparation Certificate Program Payment Options
- Full payment of $6,500
- Initial payment of $900 and eight (8) monthly payments of $700

> Master's Programs Payment Options
- Full payment of $14,000
- Initial payment of $2,000 and twelve (12) monthly payments of $1,000

Moreland University does not offer loans or other financial assistance to candidates. Moreland University does not currently participate in the Title IV student aid program.

If you choose a monthly payment plan, you authorize Moreland University to automatically charge your credit card monthly up to the full amount of the tuition for the program. Irrespective of the payment plan selected, payment (full or initial payment, as applicable) must be received by Moreland University no later than the 28th of the month immediately preceding the month of your Program Start Date (as defined below) to ensure your spot in that cohort of candidates. Late payment of any tuition due prior to beginning the Program (pursuant to the payment plan that you have elected) may result in a delay of your Program Start Date and joining a later cohort. In addition, Moreland University may terminate a candidate's enrollment if tuition payments are delinquent over 90 days.

If you choose a monthly payment plan, monthly payments are due on the 15th day of each month following the start of your program.

NOTE: for California Residents Only:

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the Fund STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF, and you are not required to pay the STRF assessment if you are not a California resident or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss because of any of the following:
1. The institution, a location of the institution, or an educational program offered   by the institution was closed or discontinued, and you did not choose to participate in a teach-out

plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

7. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Refund and Cancellation Policy

While Moreland University prefers that all requests for cancellation of the Enrollment Agreement or withdrawal from the program be emailed to admissions@moreland.edu, it will accept notification of cancellation in any manner (email, telephone, postal mail, in-person, etc.). Candidates who wish to terminate the Agreement and cancel their enrollment within 5 calendar days of signing the Enrollment Agreement will receive a full refund of any tuition paid. If Moreland University cancels the Agreement prior to the start of the first virtual class, candidates will receive

a full refund. Candidates who withdraw after 5 calendar days of signing the Enrollment Agreement but prior to starting the first virtual class, will receive a full refund less the $200 non-refundable registration fee.

Moreland University refunds program tuition according to a flexible time schedule, representing percentage of overall program completed, as measured by credit hours attempted. The refund is calculated by total credit hours earned and attempted at the time of withdrawal, divided by the program's overall credit hours, resulting in the percentage of program completed. That percentage is then multiplied by the total program tuition to determine the amount to be refunded to the candidate. If a candidate has received a discount on tuition through an institutional collaboration agreement, the refund policy will be based on the discounted tuition rate.

Percentage of Program Completed, as Measured by Credit Hours Earned and Attempted	Percentage of Tuition Retained by the Institution (Plus Non-Refundable Registration Fee of $200)
Up to 10%	10%
>10% - 25%	25%
>25% - 50%	50%
>50% - 100%	100%

Any money due to the candidate under this Refund Policy will be refunded within 30 days of Moreland

University receiving the cancellation request. Students who opt to pay tuition over time may owe money after withdrawal, depending on how much they have paid and the amount due under the refund policy.

Transfer of Credits and Prior Credit Evaluation

Moreland University shall determine if transfer credits apply to its academic programs and graduation requirements. Candidates who wish to apply credits from another institution must contact the Operations and Student Records Manager at records@moreland.edu.
If a candidate wishes to transfer to another institution, it is up to the receiving institution to determine if the credits earned at Moreland University will be accepted.

Disclosures

Moreland University does not guarantee employment or salary following completion of any program. Moreland University does not participate in federal or state financial aid programs. Candidates must pass required state licensure tests to be eligible for licensure in all states.

Candidate Support Services

Moreland University is committed to providing candidates with individualized support. Candidates' first line of academic support is with their faculty instructor. Candidates should contact their faculty instructor for questions related to their module activities and VCs. Because of the small size of the cohorts, instructors can closely monitor the progress of each candidate and know quickly if a candidate is having difficulty with the work, the technology, or the pace. The instructor provides academic support to candidates before and after VCs as needed and is available on the Discussion Form and by email throughout the week.

Candidates can meet with the Manager of Candidate Support or their Program Advisor to discuss the logistical aspects of the program and seek technical support on the digital tools used to complete activities. To contact Candidate Support, visit help@moreland.edu. Candidates should consult with their Program Advisor for advice regarding academic challenges, the need to take a leave of absence or other issues that may be impacting their performance.

Candidates should contact the Manager of Candidate Support, Admissions Counselor, Clinical Placement Coordinator, or other staff with questions about any information in this catalog or institutional handbooks. These staff members can be reached at 844.283.2246, 844.383.2246, or via email at the following addresses:

- Admissions Questions: admissions@moreland.edu
- Clinical Questions: clinical@moreland.edu
- General Questions: help@moreland.edu

Collaboration

As candidates proceed through the program, they will find that collaboration with their cohort peers and instructors is an essential ingredient. This includes the weekly virtual class and working together to support each other on group projects and other activities. The Discussion Forum on the learning platform encourages candidates to share ideas between virtual classes with their peers, discuss issues, clarify activity requirements, and seek assistance on the use of digital tools from each other.

You, your instructor, and cohort peers may also find other effective means for communicating with each other between virtual classes. Email, Zoom, Skype, Google Meet, Google Chat, Whatsapp and other communication platforms are used by cohort members. Participants in Moreland University's programs also use social media such as Facebook and Twitter to share ideas and discuss issues.

Rights, Privileges, and Responsibilities of Candidates in the Academic Community

Candidate Code of Conduct

The community of candidates, instructors, mentors, and employees in Moreland University have a shared responsibility for ethical, responsible, and respectful behavior. Candidates in the programs of Moreland University are expected to uphold the following Code of Conduct.

1. Candidates are expected to always conduct themselves in a professional and respectful manner during virtual classes and during all interactions with other candidates, instructors, mentors, and Moreland University employees. Harassment of other candidates, instructors, mentors, and Moreland University employees is not tolerated and will be grounds for dismissal.

2. Candidates are a representative of Moreland University whenever they are in a clinical setting such as a school. Therefore, it is expected that they will act professionally in all interactions with students, school personnel, and parents; will dress appropriately and professionally; and will follow all school procedures and policies. Sexual abuse of students in a clinical setting is not tolerated and will be grounds for dismissal.

3. Candidates are expected to always demonstrate academic integrity. Any instances of plagiarism, dishonesty, misrepresentation, or cheating are grounds for dismissal.

4. Candidates are expected to fully participate in all virtual classes, work collaboratively with other candidates, and submit activities on time.

5. Candidates are expected to fully comply with Moreland University's policies and procedures and applicable local, state, and federal law.

Violations of the Code of Conduct can be cause for dismissal from the program.

Academic Integrity and Honesty

As indicated in the Code of Conduct above, academic integrity refers to "any instances of plagiarism, dishonesty, misrepresentation, or cheating." Violations of the Code are grounds for dismissal. Plagiarism occurs when candidates use someone else's work or ideas as if they were their own. Plagiarism includes using the words from an article, book, or paper that someone else has written without placing the word in quotes and attributing the words to the actual author with a reference that lists the source of the citation and the year of publication. Plagiarism does not end with the written word. It also applies to pictures, cartoons, tables, graphs, and music that may be located online or in written publications.

Candidates must indicate the photographer, artist, cartoonist, musician, or compiler if they use their work in an activity for a Moreland University program.

All activities submitted by candidates are subject to evaluation for plagiarism using automated, online tools. A copy of each candidate's work will be stored to prevent its use by other candidates. Repeated and egregious plagiarism in candidate work will be referred to the Candidate Conduct Board for review and appropriate corrective action.

Use of Moreland University Information

Candidates may not copy, record, or disclose to anyone else the information on Moreland University's platform. This information includes the activities, rubrics, and all original resources on the platform.

Candidate Identity Verification

Moreland University verifies candidate identity at admissions through completion, and the recommendation for certification, if applicable. The process includes specific checkpoints to ensure that the same candidate who applies for the program is enrolled, participates in, and completes the program. The following processes are used to verify student identity:

1. Application Form - full personal, academic, and professional details in the application form
2. Application Documents - transcripts and government-issued photo ID. Government-issued ID is an identification document issued by a national or state government that allows a citizen of that jurisdiction to identify themselves, and it must contain a photograph, a signature, and date(s) of expiration. Such documents may include: passport, birth certificate, driver's license, citizenship card, immigration registration card.
3. Enrollment Agreement - legally binding signed document
4. Secure Candidate Login and Profile - password protected login to candidate's profile & progress
5. Participation Policy - program's policy for participation and attendance
6. Attendance Record - weekly attendance in the VC and instructor notes
7. Clinical Verification - signed document from school representative verifying clinical hours
8. FBI Background Check & Fingerprinting - requirement for certification in programs leading to certification

All methods of verifying candidate identity in distance learning are designed to protect the privacy of candidate information.

Financial Responsibility

Candidates must meet all financial responsibilities due Moreland University. The writing of checks on accounts with insufficient funds, the non-payment or delinquent payment of monthly

installments, and the failure to meet any other financial obligations to Moreland University are considered a lack of financial responsibility and can lead to termination from the program.

Absences on Religious Holy Days

A candidate will be excused from attending the virtual class or other required activities, for the observance of a religious holiday. A candidate whose absence is excused under this provision may not be penalized for the absence and will be allowed to complete the activities for the unit in which they are enrolled within one week of the absence. A candidate must notify the instructor in writing prior to the proposed absence.

Candidate Complaint Procedures

Moreland University maintains a professional environment in which candidates are treated fairly and justly. Candidates should contact the help desk at help@moreland.edu to discuss their concerns. In rare cases, a candidate may believe they have been treated unfairly by an individual or the application of existing policy. A candidate will not be subject to unfair action and/or treatment by any school official as a result of the initiation of a complaint.

Candidates may file a complaint or grievance following Moreland University's three-step grievance procedure. All grievances and complaints must be filed within 180 days of the incident.

> **Step 1**: Informal
> Sometimes issues arise when candidates are unaware that their behavior may be disruptive. Many of these day-to-day issues can be addressed by a Moreland University instructor or staff member to bring the perceived problem to the candidate's attention through a polite, informal conversation. Moreland University encourages all candidates to keep an open mind and to graciously accept constructive feedback or a request to change behavior that may be affecting another person's ability to concentrate and be productive.
>
> Moreland University is committed to providing the best possible learning conditions. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from Moreland University instructors, mentors and staff. If attempts to resolve an issue are unsuccessful, candidates are encouraged to make the General Manager aware of the issue and to file a formal complaint as detailed below.
>
> **Step 2**: Written Grievance Report
> If the grievance is not resolved at the informal level, any candidate who believes that they have been subjected to discrimination, harassment, or unfair treatment by another program participant or a Moreland University employee may file a written complaint with the Chief Academic Officer

The grievant should notify the Chief Academic Officer of the dispute in writing, setting forth the facts of the situation, the Moreland University policy or procedure involved, and suggestions for resolution of the problem. The grievant should also include with the written document any other relevant documents and the names and phone numbers of other parties related to the dispute. The Chief Academic Officer must communicate with the grievant to discuss the grievance within 5 days of receipt of the written document. The Chief Academic Officer will investigate the matter, render a decision on the grievance and notify the grievant within 15 days of receipt of the written complaint, unless additional time is required at the discretion of the Chief Academic Officer.

Step 3*: Appeal*
If the grievant remains unsatisfied with the decision, or if the Chief Academic Officer fails to issue a decision within 30 days after the grievant filed the grievance (provided that the failure to reach a decision is not attributable to a lack of cooperation by the grievant), the grievant may appeal the decision to the University President by notifying them in writing within seven calendar days. The appeal should describe the grievance, the steps the grievant has already taken to resolve the matter, and any unresolved issues. The grievant should also attach their written submission to the President, any written materials received in response, and any other written materials relevant to the dispute.

The President will hold an informal hearing and interview the parties involved in the dispute within 30 calendar days after the grievant filed the appeal and will render a final decision within 60 days from the date the grievant filed the appeal.

Candidates also have the right to report any unresolved complaints or grievances about Moreland University to the D.C. Higher Education Licensure Commission (HELC) or Distance Education Accrediting Commission (DEAC). Contact information for DEAC and the HELC can be found on page 6.

Maryland Candidates: Candidates also have the right to report any unresolved complaints or grievances about Moreland University to the Maryland Office of the Attorney General or the Maryland Higher Education Commission. Contact information can be found on page 8.

Candidate Conduct Board

The Candidate Conduct Board is appointed by the President of Moreland University to review documentation related to the accusation of a candidate violating the Candidate Code and to determine the appropriate action to be taken. The Board will include at least one instructor. The chair of the Board will be a non-voting member. The decisions of the Candidate Conduct Board will be final, pending an appeal of the decision.

Procedures for Processing Candidate Conduct Allegations

1. Charges may be filed against a candidate for violating the Code of Conduct by any member of the Moreland University community as soon as possible after an event has taken place or is discovered. The charges must be presented to the Chief Academic Officer in writing. The Chief Academic Officer will investigate the charges to determine if they have merit or if they can be addressed by mutual consent of the parties involved.

2. The Chief Academic Officer will notify the candidate of charges in writing. The Candidate Conduct Board will be notified of a virtual meeting of the case within 5-15 days after the candidate has been contacted. If circumstances of the case suggest that a candidate should not participate in any Moreland University activities before the Candidate Conduct Board meets, the Chief Academic Officer may impose an interim suspension.

3. The Candidate Conduct Board will convene virtually to hear the presentations of the complainant and accused candidate. The complainant and the candidate may be accompanied by an advisor from the Moreland University community if they notify the Board at least 3 days before the hearing. The advisor cannot be an attorney. Any other participants in the hearing must be approved by the Board. The complainant and candidate may present exhibits, including written statements, and call on witnesses from the Moreland University community as they present their cases. At the end of the hearing, all participants will be excused, and the Board will determine the appropriate action to take. The video of the hearing without the Board's deliberations will be maintained on file for 7 years.

4. If an accused candidate does not appear at the scheduled hearing, the available information will be presented to the Board for consideration and action.

5. Based on the evidence presented to the board and the candidate's previous history of misconduct, the Board may impose any of the following actions on a candidate who has been found to violate the Code of Conduct:
    a. Warning—a written notice that the candidate has violated Moreland University's Code of Conduct
    b. Probation—a written notice that the candidate must complete an improvement plan within a specified time period to come into compliance with Moreland University's Code of Conduct
    c. Disciplinary Suspension—a written notice that the candidate is suspended for a specific period of time before they are eligible to return to a Moreland University program
    d. Disciplinary Expulsion—a written notice that the candidate has been expelled from Moreland University, and is not eligible for readmission
    e. Revocation of Admission and/or Degree—a written notice that indicates admission or a dgree has been withdrawn because of the candidate's fraud,

misrepresentation, or other violation of Moreland University policies and procedures as outlined in the Catalog and Candidate Handbook.

6. Following the hearing, the Chief Academic Officer will notify the candidate and complainant of the Board's action. The following actions will become part of the candidate's permanent academic record: disciplinary suspension, disciplinary expulsion, or revocation of a degree.

7. The Candidate Conduct Board's decision may be appealed in writing by the candidate or complainant within five business days of the decision. The request for the appeal should be sent to the President of Moreland University.

8. If an appeal is filed, the President of Moreland University will review the video of the Candidate Conduct Board hearing and supporting evidence to determine whether (a) the hearing was conducted fairly and followed prescribed procedures and (b) the Board's decision reflected the evidence presented during the hearing. The President will also consider any additional evidence that was not available during the hearing.

9. If the appeal is upheld by the President, the case will be returned to the Candidate Conduct Board for reconsideration. If the appeal is not upheld, the original decision of the Candidate Conduct Board will be considered final.

Academic Policies and Procedures

Satisfactory Academic Progress
To successfully progress through a Moreland University program, candidates should attend all weekly virtual classes (VCs), submit activities weekly, and achieve a 2.60 GPA per module and a minimum cumulative GPA of 3.0 overall. Candidates can access the summary of their scores on activities at any time on the learning platform. That transcript of scores also indicates activities that have not been submitted, were incomplete, or were scored at the insufficient level.

 Assignment Submissions and Extensions
All assignments must be submitted by the due date posted on the Moreland University platform. Weekly activities are due by 12:00 a.m. EST (Eastern Standard Time) on the day of the next virtual class (VC). All activities must be submitted by the end of the module except under extenuating circumstances discussed with the instructor. Course modules will close two weeks after the last VC and no additional work can be submitted at that time. If work is submitted after the closure of the module, instructors will grade work as "insufficient" and will provide a reminder to the candidate of the grading policy. In the rare instances when candidates are unable to submit an activity on time, they should contact the instructor prior to the due date to make arrangements for a late submission. The instructor may, if circumstances warrant, extend a deadline.

When candidates fail to submit seven or more activities, they are subject to being dropped from the program. Candidates who have been dropped for missing activities can apply for readmission within 24 months; they will have to complete an interview. Readmission is at the discretion of the President or their designee.

Candidates must complete all activities throughout the entire program to graduate from a Moreland University program.

Attendance at Virtual Classes

Attendance at virtual classes (VCs) is mandatory. Candidates are expected to attend all VCs. The VCs are an integral part of the program. They provide opportunities for candidates to interact directly with the Instructor and other candidates in the cohort, collaborate with each other as well as the instructor, ask questions, and discuss content and activities. Because of the intense nature of each module, candidates will be missing a critical component of any program if they miss a VC.

Candidates' attendance is recorded automatically on the learning platform based on their logging into the weekly virtual class (VC). If candidates arrive at the VC more than 10 minutes late, the instructor will note their tardiness on the platform. If a candidate continues to be tardy to classes, the instructor will notify the Director of Candidate Support & Retention who will contact the candidate to develop a resolution of the situation. The candidate must actively participate and keep their camera on in order for the instructor to mark them present.

There may be rare instances when candidates must miss a VC due to an emergency situation, severe illness, or a specific life event that cannot be rescheduled. In these cases, candidates should contact the Instructor *prior* to the missed class. They will be required to watch the recorded VC and write a summary analysis of the VC to demonstrate that they understand the content of the units being discussed.

If a candidate misses a second VC, the instructor will notify the Manager of Candidate Support, who will contact the candidate to determine next steps. The Manager of Candidate Support, in consultation with the Chief Academic Officer, will have flexibility in determining the best course of action, which could require the candidate to repeat the module. If candidates continue to miss virtual classes, they will be referred to the Candidate Conduct Board for action.

Graduation Requirements

To graduate from a Moreland University program, a candidate must:

1. Complete the program with an overall proficiency score of 3.0 on a 4-point scale
2. Complete all program assignments across all modules
3. Pass the Arizona content test, if seeking an Arizona license
4. Complete all the Arizona literacy requirements, if seeking Arizona licensure in Early Childhood Education or Elementary Education
5. Pass the Praxis® tests, if seeking a DC or WV license

6. Pass the Florida Teacher Certification Examinations (FTCE), if seeking a FL license
7. Pay the tuition and required fees in full

Additional documents required for program completion:

1. Government ID
2. Official Bachelor's degree transcript (official transcript evaluation, if applicable)
3. Signed Verification of Clinical Practice form
4. Signed MOU
5. Signed Enrollment Agreement.

When candidates meet the requirements above, they receive a Certificate of Completion and transcript that displays the graduate credit hours that they have earned.

Grading Policy

Moreland University expects graduates of its programs to be competent and ready to teach effectively when they begin or continue their work in schools. To know that candidates are developing the essential knowledge, skills, and dispositions that are expected by most states and international schools, Moreland University's TEACH-NOW® Teacher Preparation Certificate Program uses the Interstate Teacher Assessment and Support Consortium (InTASC) standards to assess candidates as they teach in schools during their 12-week clinical practice. Rubrics that reflect the InTASC standards and Moreland University's focus on collaboration and effective use of technology are used for activities throughout the modules.

Each module comprises units that are one week in length, and include two to four project-based activities that candidates are required to submit weekly. All activities have their own specific rubric and are scored by an instructor using clear, consistent, specific, and measurable criteria. A module score is an average of the unit scores. Scores are assigned as follows according to each activity's rubric:

4 - Outstanding
3 - Proficient
2 - Basic
1 - Insufficient

At Moreland University, we are firm believers in the growth mindset. You will see evidence of this in practice as your instructors give you detailed feedback on your submissions.

Our grading policy is as follows:
For each activity, candidates who receive a score of less than 4.0 will be allowed to resubmit the activity one time. When re-submitting the activity, candidates should implement improvements based on instructor feedback. Activities may not be resubmitted more than one time. All instructors are required to follow this policy.

Each Module will close out 2 weeks after it ends. No late work will be accepted once this happens. In the event of extenuating circumstances, please reach out to your instructor.

Candidates can access their transcript at any time on the learning platform. The transcript displays scores achieved on each activity in the units of a module. The scores are populated on the transcript as soon an instructor has completed the scoring rubric and submitted feedback on the activity.

Leave of Absence

Candidates may temporarily leave the program for good reason only after review and approval of the request by the Manager of Candidate Support. Good reasons for taking a leave of absence from the program are generally personal reasons such as an extended illness in the family. In order to remain a candidate in the program, candidates must return to active status and be assigned to a module within 24 months of their leave date. During this time, they will receive regular emails confirming their status and reminding them of the date by which they must re-enter the program to prevent losing the credits already earned. Candidates who do not resume the program within 24 months after initially taking a leave of absence will be withdrawn from the program and must reapply to resume the program.

Moreland University may initiate an extension in the program when a candidate is not making satisfactory academic progress. If the candidate has not caught up by the given deadline, their progress will be terminated. A fee may be associated with re-starting the program.

Institutional Review Board

In accordance with regulations established by the Office for Human Research Protections (OHRP) within the Department of Health and Human Service (HHS), the Institutional Review Board (IRB) of Moreland University is designated to review and approve all proposed research involving human research subjects. The membership of Moreland University's IRB includes the Director of Research and Data Analytics, an instructor, a staff member, and a member not employed by Moreland University.

All research proposed by candidates must be presented to the Institutional Review Board if it involves children or adults as subjects. The initial review of research proposals is conducted by the instructor of the Education Research Module. Instructors may recommend an expedited approval under established guidelines or a full review by the IRB. After the IRB reviews the proposal for any possible risks to human subjects, it approves the proposal, denies it, or approves it with conditions. All Board decisions will be communicated to candidates in writing by the chair of the Board. The Board's decision can be appealed to the President of Moreland University.

Termination

Moreland University may, at any time in its sole discretion, terminate a candidate's enrollment by providing written notice to the candidate if the candidate (a) fails to make satisfactory academic progress towards completion of the program, (b) violates any stated policy or other standard of conduct established by Moreland University, (c) fails to make payment of tuition due under his or her elected payment plan, or (d) otherwise breaches the Enrollment Agreement. Candidates whose enrollment has been terminated can apply for readmission within 24 months and will have to complete an interview. Readmission is at the discretion of the President or their designee. If a candidate is expelled from Moreland University, they will not be readmitted.

In the event that Moreland University terminates the Enrollment Agreement for cause as stated above, tuition will be refunded in accordance with the Refund Policy.

Withdrawal

Once enrolled in Moreland University, candidates must be continuously enrolled and actively engaged in fulfilling the program requirements of each module until such time as the degree or certificate is conferred. Failure of a candidate to attend VCs and submit activities in a module will result in the candidate having to repeat the module.

Candidates who withdraw can apply for readmission within 24 months and will have to complete an interview.

Readmission is at the discretion of the President or their designee. Candidates can voluntarily withdraw from the program at any time by notifying the Admissions Counselor at admissions@moreland.edu. The "withdrawal date" for purposes of the refund policy is (1) the date the candidate sends the email notifying Moreland University of withdrawal, or (2) the last date of academic activity if the candidate is administratively withdrawn for failure to participate in the program.

Additional Policies

Disability Accommodations

Moreland University complies with the Americans with Disabilities Act (ADA), as amended, and all applicable state or local law. Consistent with those requirements, Moreland University will reasonably accommodate qualified individuals with a disability if such accommodation would allow the individual to perform the essential functions of the job or participate in the educational program, unless doing so would create an undue hardship or fundamentally alter the nature of the educational program.

If candidates believe they need accommodation, they should contact the Learning Support specialist. The request for an accommodation should include relevant information such as a description of the accommodation being requested, the reason for the accommodation, and how the accommodation will help the candidate. The Learning Support specialist will engage in an interactive dialogue with the candidate to determine the precise limitations of the disability and explore potential reasonable accommodations that could overcome those limitations. Moreland University encourages candidates to suggest specific reasonable accommodations that they believe would allow them to be successful in the program. However, Moreland University is not required to make the specific accommodation requested and may provide an alternative, effective accommodation, to the extent any reasonable accommodation can be made without imposing an undue hardship on Moreland University or fundamentally altering the educational program.

If a disability or need for accommodation is not obvious, Moreland University may ask candidates to provide supporting documents showing that they have a disability within the meaning of the ADA and applicable state or local laws, and that the disability necessitates a reasonable accommodation. If the information provided in response to this request is insufficient, Moreland University may require candidates to see a healthcare professional of Moreland University's choosing. In those cases, if candidates fail to provide the requested information or see the designated health care professional, the request for reasonable accommodation may be denied. Moreland University will keep confidential any medical information that it obtains in connection with a request for a reasonable accommodation.

Moreland University makes determinations about reasonable accommodations on a case-by-case basis considering various factors and based on an individualized assessment in each situation. Moreland University strives to make determinations on reasonable accommodation requests expeditiously, and will inform the individual once a determination has been made. If candidates have any questions about a reasonable accommodation request they have made, they should contact the university president.

Moreland University prohibits any form of discipline, reprisal, intimidation or retaliation for requesting an accommodation, reporting a potential violation of this policy or cooperating in related investigations.

Equal Opportunity Policy

Moreland University is an equal opportunity employer and educational provider and complies with all applicable federal, state, and local civil rights laws. Moreland University strictly prohibits and does not tolerate discrimination against employees, applicants, candidates, or any other covered persons because of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, disability; past, current or prospective service in the uniformed services; genetic information; or any other characteristic protected under applicable federal, state, or local law. This policy applies to all terms and conditions of

employment, including, but not limited to, hiring, training, promotion, discipline, compensation, benefits, and termination of employment, and all terms and conditions of education, including admissions and access to services and programs.

Harassment

Moreland University strictly prohibits and does not tolerate unlawful harassment against employees, applicants, candidates, or any other covered persons because of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, disability; past, current or prospective service in the uniformed services; genetic information; or any other characteristic protected under applicable federal, state, or local law.

Sexual Abuse

Moreland University strictly prohibits and does not tolerate sexual abuse of students in clinical settings, including but not limited to sexual assault, sexual contact or molestation, sexual exploitation, sexually suggestive conduct and sexual harassment and any other sexual act prohibited by applicable federal, state, or local law or school policy.

Candidate Records

Moreland University protects the privacy of the education records of its candidates in compliance with the federal Family Educational Rights and Privacy Act (FERPA) as indicated below. Questions regarding this policy should be directed to the General Manager.

Content of Student Records

Moreland University maintains accessible, secure, and accurate records for candidates including, but not limited to the following electronic data: (1) the name of the candidate; (2) the title of the program in which the candidate is or was enrolled; (3) the candidate's certification area; (4) the number of credit hours completed by the candidate in the program; (5) the dates of the candidate's enrollment and completion; (6) the grade record for each module and the candidate's cumulative grade for the program; (7) the cohort and section in which they began the program, are currently enrolled, and completed the program; (8) the state in which they are seeking a teaching license; (9) contact information such as email address, telephone and/or alternate contact means (e.g., WhatsApp, WeChat, etc.), and address; and (10) other information related to progressing through and completing the program. Candidates' transcripts of grades earned during a Moreland University program are stored on the learning platform along with the activities submitted by candidates, which includes, but is not limited to, written work, videos, infographics, and other software- generated

submissions. All assessments of activities in each module are also stored on the platform.

Application records include transcripts, transcript evaluations, government- issued photo identification, the signed enrollment agreement, and evidence of English language proficiency, if a candidate did not attend a college or high school where English was the language of instruction. Candidates' records also include information about their clinical practice placement, including the name of the school, the principal, and the mentor with their contact information as well as the results of a criminal background check and the verification form in which the mentor verifies that the candidate has completed 12 weeks of clinical practice.

Retention of Candidate Records

The following guidelines apply to the retention of candidate and academic files and data:

- all transcripts and electronic records of candidates must be maintained indefinitely
- all other candidate records must be maintained for a minimum of seven years
- all admissions documents for applicants who apply but who do not enroll must be maintained for a minimum of one year

Confidentiality of Candidate Records

Candidate records are official and confidential documents maintained by Moreland University. The confidentiality of those records is protected by the Family Educational Rights and Privacy Act (FERPA).

Candidate Review of Records

Candidates' rights to access their education records, request amendments to the records, and control the disclosure of information in the records include:

1. The right to inspect and review the candidate's education records within 45 days after the day the Moreland University receives a request for access. A candidate should submit to the General Manager a written request that identifies the record(s) the candidate wishes to inspect. The General Manager will make arrangements for access and notify the candidate of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the candidate of the correct official to whom the request should be addressed.
2. The right to request the amendment of the candidate's education records that the candidate believes is inaccurate, misleading, or otherwise in

violation of the candidate's privacy rights under FERPA. A candidate who wishes to ask Moreland University to amend a record should write to the General Manager, who is responsible for the record, clearly identify the part of the record the candidate wants to have changed, and specify why it should be changed.

If Moreland University decides not to amend the record as requested, it will notify the candidate in writing of the decision and the candidate's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the candidate when notified of the right to a hearing.

1. The right to provide written consent before Moreland University discloses personally identifiable information from the candidate's education records, except to the extent that FERPA authorizes disclosure without consent.

2. Moreland University discloses education records without a candidate's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests.

3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Moreland University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

Disclosures Permitted by FERPA

FERPA permits the disclosure of personally identifiable information from candidates' education records, without consent of the candidate, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the candidate, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible candidates have a right to inspect and review the record of disclosures. The list of conditions in which personally identifiable information can be disclosed without the consent of candidates can be accessed at http://familypolicy.ed.gov/content/model-notifications-rights-under-ferpa-postsecondary-institutions.

Records Not Subject to Review

Records maintained by Moreland University with respect to which a candidate does not have a right of review include, but are not limited to, instructors' or administrators' notes and financial statements submitted by parents in support of applications for financial aid.

Student Right-To-Know-Act

In compliance with the Student Right-to-Know, it is the policy of Moreland University to make readily available information concerning the completion or graduation rate of all certificate or degree-seeking, full-time graduate candidates in programs. Graduation rates and other performance data are available on Moreland University's website.

FACULTY DIRECTORY

All Moreland University faculty are listed below with their highest degree, specialization, and the university at which their highest degree was received.

Sandy Abu-Arja (MD) Ed.D. Curriculum, Teaching, Learning and Leadership Northeastern University sandya@moreland.edu	**Charles Guilford** (MD) Ed.D. Educational Leadership Delaware State University charlesg@moreland.edu	**Jenny Lathrop Mitchell** (WI) Doctoral Candidate University of Wisconsin – Stevens Point jennym@moreland.edu	**Tim Warren** (Bolivia) M.S.W. Social Work San Diego State University timw@moreland.edu
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