

Undergraduate Teacher Education Program, Bachelor's/Master's, and PBTL Academic Admission, Policy and Regulations

Undergraduate Requirements for Admission to the Teacher Education Program (seeking licensure) including Bachelor's/MAT and PBTL

Undergraduate students seeking admission (Level One) to the Teacher Education Program may apply at any time. Undergraduate students seeking admission to the Bachelor's/Master of Arts in Teaching program must apply for acceptance at the end of the sophomore year or upon completion of 53 credit hours. Undergraduate students in the Education Leaders Learning Collective may apply to the Bachelor's/MAT program as soon as admission criteria are met, even if they are a first-year student. Application forms are available on the myMBU, School of Education tab.

Through the Post-Baccalaureate Teacher Licensure (PBTL) program, students who already have a bachelor's degree can pursue initial licensure. This is a licensure program that takes into account all the credits a student has already earned and applies those toward the goal of obtaining a Virginia teaching license. This program does not lead to a graduate degree. All students enrolled in the program must devote their final semester entirely to student teaching. Applications are available online through the Office of University Admissions. *For more information on the PBTL program, please contact the School of Education.*

The School of Education in compliance with our accreditor, the Council for the Accreditation of Educator Preparation (CAEP), has adopted the Levels of Teacher Education Program Progression rubric to meet accreditation requirements. All Education students are admitted and must progress through varying levels of program progression. This process is outlined below.

Levels of Teacher Education Program Progression

Level One (Admission/Pre-Candidate)

Requirements for admission:

- GPA 2.5 (TEP/PBTL - most recent transcript)
- GPA 3.0 (BA/MAT - most recent transcript)
- Application for current students - *myMBU, School of Education tab*
- Application for PBTL students - *University Admissions Office*
- Two Professional Qualities and Dispositional Traits (PQDT) evaluation references
- Correct, fluent written and spoken English. Non-native English speakers must submit a TOEFL score of 600 or above on the paper-based test or 75 on the computer-based test with a minimum score of 18 in each section. Alternately, an overall score on the IELTS of 7.0 or above may be accepted.

Program/Pre-Candidate Admission

A Level 1 "Pre-Candidate" has met the requirements above and been admitted to the: Teacher Education Program, BA/MAT, or PBTL program.

Level Two (Admitted Candidate)

Requirements for admission:

Level 2 "Admitted Candidate," meaning eligibility for methods/instructional strategies. The admitted candidate must have:

- GPA 3.0 (in courses so far)
- Resolved any issues related to Level 1 admission

Admitted Candidate Admission

A Level 2 "Admitted Candidate" has met the requirements above and is now eligible for primary methods/instructional strategies (ED 312, 315, 345, 607, 608, 624, 649).

Level Three (Selected Candidate)

Requirements for admission:

Level 3 "Selected Candidate," meaning eligibility for seminar and student teaching. The selected candidate must have:

- GPA 3.0
- Completed all pre-requisite courses (in progress are acceptable)
- Successfully completed methods (B- or better)
- Received an acceptable score from the methods instructor on the PQDT evaluation
- Completed the following:
 - Child Abuse Recognition and Reporting training, Dyslexia training, Professional Ethics Module
- Passed the VCLA Reading and Writing
- Successfully completed Academic Competencies, one Verbal and one Quantitative from the choices below:
 - ACT, SAT, or GRE scores in Reading, Math, and Writing (top 50th percentile in each component)
 - VCLA, passing score
 - Praxis Core: Reading, Math, and Writing (must meet the **CAEP minimum score**)
 - College Algebra (grade of C or better)
- Attempted and scores received for the following: (pass not required for Level 3)
 - Praxis II, if applicable
 - RVE (prior to 9/1/22) or Teaching Reading: Elementary (effective 9/1/22), if applicable

Selected Candidate Admission

A Level 3 "Selected Candidate" has met the requirements above and may progress to seminar and student teaching.

Level Four (Completer)

Requirements for admission:

Level 4 "Completer" is ready to proceed toward licensure application and employment. The completer must have:

- Successfully completed seminar and student teaching
- Successfully completed the Student Impact Project
- Received an acceptable score from the University Supervisor on the PQDT evaluation
- Passed Praxis II, if applicable
- Passed RVE (prior to 9/1/22) or Teaching Reading: Elementary (effective 9/1/22), if applicable

- Completed the following:
 - First Aid/CPR/AED training, Civic Education Module (if applicable), Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia, Special Education Meaningful IEP Training and Building a More Inclusive School Community, Cultural Competency
- Submitted licensure application, transcripts, and certified check or money order to the Licensure Coordinator for processing

Completer Admission

A Level 4 “Completer” has met the requirements above and their licensure application has been submitted to the Virginia Department of Education for processing. A “Completer” is a licensed student/alumnus who is employed in the field.

Periodic reappraisal of teacher candidates will be made as the student progresses through the program.

Bachelor’s/Master’s Options

The School of Education offers three Bachelor’s/Master’s options. Each program is designed to allow an undergraduate student to complete up to 18 credit hours of graduate coursework toward a Bachelor’s degree and Master’s degree. As a Master’s degree student, one must complete at least 18 credit hours and be enrolled for one-year following completion of the Bachelor’s degree. Please see the following sections below (Bachelor’s/MAT, Bachelor’s/MEd, and Bachelor’s/MS) for specific program options, policies, and requirements.

Course Restrictions

Prior to admission to a Bachelor’s/Master’s program (see Admission requirements below), undergraduate students may only take two graduate courses (6-7 credit hours). However, exceptions may be made with SOE approval for students completing certificates or special course sequences. Following admission to a Bachelor’s/Master’s program, students may take additional graduate courses but will be assessed an additional nominal fee beyond the first six credit hours. No more than *18 graduate credit hours* may be taken prior to Bachelor’s degree conferral for students in these programs.

Program Requirements/Terms of Graduate Study

Students must be continuously enrolled in the Bachelor’s/Master’s program full-time over the course of two or more semesters, enrolling in a minimum of 18 credit hours, as a Master’s degree-seeking student following conferral of the Bachelor’s degree.

Bachelor’s/Master’s of Arts in Teaching

The Bachelor’s/MAT is designed as a program that allows students to complete a Bachelor’s degree, Master of Arts in Teaching (MAT), and teacher licensure upon MAT graduation. This program is available to undergraduate students. Admission requirements are above in the section *Levels of Teacher Education Program Progression*. Students combine graduate courses with undergraduate work, leading to a MAT one-year following completion of the Bachelor’s degree but prior to the start of their teaching careers enriching their pre-service preparation. Students interested in the Bachelor’s/MAT should arrange a meeting with an education advisor to thoroughly review all course requirements.

Concentration areas for this option are:

- Elementary Education
- Middle Education
- Secondary Education
- Special Education

Education Leaders Learning Collective

The Education Leaders cohort allows high-performing and motivated College for Women and University College students to complete both the Bachelor's and MAT degrees in four years, essentially accelerating through the undergraduate curriculum in three years (same Bachelor's requirements as all Bachelor's students), with one year remaining for graduate studies and student teaching. *For more information on the Education Leaders program, please contact the School of Education.*

Bachelor's/Master of Education

The Bachelor's/MEd allows undergraduate students to complete both a Bachelor's degree and a Master of Education. Students combine graduate courses with undergraduate work, leading to an MEd one year following completion of the Bachelor's degree. All students must complete the Required Core Courses plus one concentration area. Students interested in the Bachelor's/MEd should arrange a meeting with an education advisor to thoroughly review all course requirements.

Program Entry Requirements

- Must be a second-semester sophomore or have completed at least 53 credit hours of coursework
- Submit a completed application (*found on myMBU, School of Education tab*)
- GPA of 3.0 on most recent transcript
- Submit two recommendation forms completed by people who can speak to your professional or academic work ethic. (*found on myMBU, School of Education tab.*)

Concentration areas for this option are:

- Autism Spectrum Disorders
- Authentic Learning and Leadership
- Curriculum and Instruction

Bachelor's/Master of Science

The Bachelor's/MS allows undergraduate students to complete both a bachelor's degree and a Master of Science degree. Students combine graduate courses with undergraduate work, leading to an MS one year following completion of the bachelor's degree. Students interested in the Bachelor's/MS should arrange a meeting with an education advisor to thoroughly review all course requirements.

Program Entry Requirements

- Must be a second semester sophomore or have completed at least 53 credit hours of coursework
- Submit a completed application (*found on myMBU, School of Education tab*)
- GPA of 3.0 on most recent transcript
- Submit two recommendation forms completed by people who can speak to your professional or academic work ethic. (*found on myMBU, School of Education tab.*)

Concentration areas for this option are:

- Applied Behavior Analysis*

**All ABA-specific courses must be taken at MBU in order to meet Behavior Analyst Certification Board, Inc.® requirements.*

Conditional Admission for Undergraduate Teacher Education Program, PBTL, and Bachelor's/Master's programs

Students who do not meet the full-admission criteria for their program may be considered for conditional admission on the basis of strong evidence that they can succeed in a program that requires maintenance of an average 3.0 GPA. Conditionally admitted students must achieve a minimum 3.0 GPA in all coursework and complete all other admissions requirements in order to be considered for full admission. In general, conditional admission status does not continue for more than three successive semesters. *Conditional admission is not available in all programs**.

**PBTL students on a provisional license who do not meet the GPA standard may request a review. The student must provide a letter of support from their superintendent or his/her designee to be considered. Conditional admission is not guaranteed.*

Moving from Conditional to Full Admission Status

The School of Education monitors the progress of conditionally admitted students at the end of each semester. Course grades, course instructors' assessments of students' writing and speaking skills, and professional qualities evaluations are considered in this review. The School of Education informs students and their academic advisors in writing regarding their status:

- continued conditional admission,
- admission to full degree-seeking status,
- suspension, or
- dismissal.

Non-Degree-Seeking Students

Students who do not meet admission requirements but hold a bachelor's degree from an accredited institution are eligible to enroll in education courses as non-degree seeking students. No financial aid services are provided. Upon completion of nine credit hours of coursework, non-degree seeking students in non-CAEP governed MEd and MS programs may be eligible for a status change to conditional or full admission providing they have maintained a 3.0 GPA in MBU coursework. Teachers seeking recertification credits may enroll as non-degree seeking students. One must be admitted to the Teacher Education Program in order to enroll in Methods/Instructional Strategies coursework (ED 312, 315, 345, 607, 608, 624, 649).

Licensure Endorsement Areas

Initial Licensure Endorsement Areas

- Elementary Education (PK-6)
- Middle Education (in a teaching subject area for grades 6-8)
- Secondary Education (in a teaching subject area for grades 6-12)
- Special Education General Curriculum (K-12). (Requires practicum experience in all three levels: elementary, middle, and high school.)
- Visual Arts (PK-12)
- Music Education – Vocal/Choral (PK-12)
- English as a Second Language* (PK-12)

**Must complete 6 s.h. of a spoken modern foreign language through the intermediate level prior to applying for the ESL endorsement.*

Add-on/Additional Endorsements

Add-on endorsements are not stand-alone endorsements. A student must seek another endorsement simultaneously or already hold an active teaching license. Add-on/additional endorsements offered are:

- Elementary Education (PK-6) (additional)
- English as a Second Language (ESL)*
- Gifted Education (K-12)
- Special Education General Curriculum (K-12) (additional)
- Special Education General Curriculum Add-on's for K-6, 6-8, or 6-12**

**Must complete 6 credit hours of a spoken modern foreign language through the intermediate level prior to applying for the ESL endorsement.*

***Must hold or be concurrently seeking an initial license in the same endorsement area in which one is seeking the Add-on. (For example, if one is seeking the Special Education 6-8 Add-on, the initial license must be in a content area for Middle Education.)*

As soon as the student identifies an interest in pursuing teacher licensure, he or she should arrange a meeting with an education advisor to go over specific licensure requirements.

Academic Policies and Regulations for Undergraduate and PBTL

SOE undergraduate and Post-Baccalaureate Teacher Licensure (PBTL) students are under the same academic policies and regulations as university undergraduate students. These can be found in the *General Information* section of the catalog, under *Academic Policy And Regulations for Undergraduate Programs*. The following are instances where policy slightly differs:

- SOE students are allowed one grade below C- to count toward licensure requirements (Gen Ed or Professional Studies).
- CLEP and AP credit shall count as CR (credit), not P (pass) for the purposes of the SOE policy toward licensure content requirements and co-requisite courses outside their primary discipline.
- In the event of a contested grade, the student will follow the University's undergraduate policy in the section noted above; however, the hearing committee will consist of the following from the SOE:
 - the associate dean, the director of academic and student services, the student's advisor, and two faculty members

Prior Learning Portfolios for PBTL students

Students in the PBTL program may submit a Prior Learning Portfolio (PLP) for requirements for ED 112. The PLP should include a minimum of 60 hours in the field, must have been carried out in the endorsement area for which a license is sought and must have taken place prior to or in addition to practicums taken at MBU; day-to-day substitute teaching does not count for PLP hours. PLP's must be completed either while the student is enrolled in ED 115 through MBU or in their first semester in the Teacher Education Program. There is a one-credit hour fee associated with submitting a portfolio. For more information on the PBTL program or PLP's, please contact the School of Education.

Requirement for Coursework, Continuous Enrollment for PBTL Students

Undergraduate students admitted to the Teacher Education Program who plan to roll into the PBTL program to complete coursework and/or student teaching must begin and complete the coursework or student teaching within one calendar year from their Bachelor's graduation. If incomplete within one calendar year, students will be exited from the Teacher Education Program and will need to reapply for program entry and meet any new licensure requirements put into place by the Virginia Department of Education.

PBTL students must take at least two courses (six semester hours) in the PBTL program, one of which must be a methods/instructional strategies course, prior to applying for student teaching. Students are expected to remain enrolled continuously from the date of their initial registration for courses until completion of the degree. However, because of family emergencies or special situations, students may need to stop registering for new coursework for a semester or two. The decision to do so should be made by the student in consultation with the advisor. Students who do not enroll in education courses for three consecutive sessions (or one calendar year) are changed to "inactive" status and given an exit date. Inactive students who wish to re-enter the program must reapply and must pay a re-enrollment fee of \$50 if accepted. Records of inactive students who wish to re-enter the program are reviewed for reactivation. Certain conditions may be set for re-entry into the program: e.g., if program requirements have changed during the time students were on inactive status, they may have to meet the new requirements. Students may also request a Leave of Absence. Additional information on the undergraduate *Leave of Absence* policy may be found in the *General Information, Academic Policy and Regulations for Undergraduate Programs, Academic Procedures* section of the catalog.

Professional Qualities and Dispositional Traits

Evaluation of student dispositions has been an aspect of MBU's SOE program since its inception. It is also a requirement of our national accrediting agent, CAEP. In the SOE, we refer to these as *Professional Qualities and Dispositional Traits* and focus on those characteristics, attitudes, and behaviors that are relevant to serving as or becoming an effective educator -- but that are not necessarily included in traditional academic evaluation and individual course grades.

Faculty, advisors, the director of academic and student services, the director of teacher education, and the associate dean of the School of Education review all students' professional qualities and dispositional traits throughout the program and at admission, during practica, after the methods course, and after student teaching. The SOE reserves the right to collect and review dispositional traits at any point in time for matters of grave concern. If in their judgment a pattern of concern about professional qualities from either the course performance or practicum evaluations is evident, both the students and their academic advisors are notified in writing. In an effort to address or remediate any concerns, students may be placed on warning or probation with conditions or stipulations. Ongoing or grave concerns may result in dismissal from the Teacher Education Program.