

College of Education Academic Policy and Regulations

Accreditation for Teacher Education Program

Programs at the undergraduate and graduate level that lead to teacher licensure in College of Education at Mary Baldwin University are accredited by the Virginia Department of Education and by the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years from April 2015 to April 2022. This accreditation certifies that Mary Baldwin University's professional education program has provided evidence that it adheres to accreditation standards.

Undergraduate 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 to the Education program and undergraduate students seeking admission to the Bachelor's/MAT program must apply for acceptance by the end of the sophomore year or upon completion of 53 semester 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 a first semester freshman. Application forms are available on the myMBU, College 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, which takes into account all of 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. *For more information on the PBTL program, please contact the College of Education.*

The College of Education in compliance with our accreditor, the Council for the Accreditation of Educator Preparation (CAEP), has adopted a Levels of Teacher Education Program Progression rubric to meet new requirements. Students are admitted and 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 and PBTL - last 60 hours of coursework)
- GPA 3.0 (BA/MAT - last 60 hours of coursework)
- Application

- Two Professional Qualities and Dispositional Traits (PQDT) evaluation references

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 300, 310, 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 (if applicable)

Selected Candidate Admission

A Level 3 "Selected Candidate" has met the requirements above and been selected to 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, 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
- 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 College of Education offers three Bachelor’s/Master’s options. Each program is designed to allow an undergraduate student to complete coursework toward a Bachelor’s degree and Master’s degree. Students combine up to 18 s.h. of graduate courses with undergraduate work, leading to a Master’s degree 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 semester hours). However, exceptions may be made with COE 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 to do so, beyond the first six semester hours. No more than *18 graduate semester 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 which 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 College 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 a 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, College of Education tab*)
- GPA of 3.0 in last 60 credit hours of coursework
- Submit two recommendation forms completed by people who can speak to your professional or academic work ethic. (*found on myMBU, College of Education tab.*)
- Submit one page, 500 word essay outlining your goals related to this program, both personally and professionally

Concentration areas for this option are:

- Autism Spectrum Disorders
- Authentic Learning and Leadership

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 a 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, College of Education tab*)
- GPA of 3.0 in last 60 credit hours of coursework
- Submit two recommendation forms completed by people who can speak to your professional or academic work ethic. (*found on myMBU, College of Education tab.*)
- Submit one page, 500 word essay outlining your goals related to this program, both personally and professionally

Concentration areas for this option are:

- Applied Behavior Analysis*
- Higher Education

**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 College of Education monitors the progress of conditionally admitted students at the end of each semester. Course grades, course instructors' assessment of students' writing and speaking skills, and professional qualities evaluations are considered in this review. The College 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 special students. No financial aid services are provided to special students. Upon completion of 9 s.h. 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 ED 300, 310, 315, 607, or 624.

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 PK-6, 6-8, or 6-12**

**Must complete 6 s.h. 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 to add 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

COE 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:

- COE 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 COE 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 COE:
 - the 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 110/111. 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 one semester hour fee associated with submitting a portfolio. For more information on the PBTL program or PLP's, please contact the College 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 COE program since its inception. It is also a requirement from our national accrediting agent, CAEP. In the COE, 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, director of academic and student services, director of teacher education, and the dean of the College 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 COE 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.

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Graduate Admission

All students who matriculate at Mary Baldwin University agree to abide by the rules, regulations, and standards set by the college. The college will offer the Master of Arts in Teaching (MAT), Master of Education (MEd), or Master of Science (MS) to those who meet the established standards.

Students who seek the MAT, MEd, or MS must be conditionally or fully admitted to the graduate program to be eligible for financial aid services. The Declarations section of this catalog states Mary Baldwin's policies on nondiscrimination, student privacy rights, and other important provisions.

Admission Requirements for the MAT (including BA/MAT) and the MEd in Elementary Education PK-6 and Special Education General Curriculum K-12

Applicants to the MAT program (including BA/MAT) and MEd in Elementary and Special Education must submit the following to the College of Education at Mary Baldwin University. The College of Education, in compliance with our accrediting agency, the Council for the Accreditation of Educator Preparation (CAEP), has adopted a Levels of Teacher Education Program Progression for Initial Licensure Programs to meet requirements. Students are admitted and 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 3.0 (Graduate – last 60 s.h.)
- Online application
- Two Professional Qualities and Dispositional Traits (PQDT) evaluation references

Program/Pre-Candidate Admission

A Level 1 "Pre-Candidate" has met requirements above and been admitted to the MAT program (including BA/MAT) or the MEd program in Elementary or Special Education.

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 conditions 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 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 (in all courses)
- Completed all prerequisite courses (in progress are acceptable)
- Successfully completed methods/instructional strategies (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 VCLA Reading and Writing
- Successfully completed Academic Competencies, one Verbal and one Quantitative from the choices below:
 - ACT, SAT, GRE scores in Reading, Math, and Writing (top 50th percentiles 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 (if applicable)

Selected Candidate Admission

A Level 3 "Selected Candidate" has met the requirements above and been selected to 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 (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
- 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.

In the event that a MAT student does not meet the Candidate requirements for Methods/Instructional Strategies or Student Teaching, or does not complete student teaching for other reasons, reviewed by the Dean on a case-by-case basis, the MAT student may request to change programs to the Master of Education in Educational Foundations program in order to complete their Master’s degree. This program utilizes their current MAT coursework substituting student teaching, seminar, and reflective synthesis with IN 630 Methods of Professional Inquiry and ED 632 Inquiry Research Project. Graduation requirements would no longer include other licensure obligations.

Admission Requirements for the MEd and MS

Applicants to the MEd and MS programs must submit the following to the College of Education at Mary Baldwin University. In some cases, depending on program and concentration, admissions requirements must comply with our accrediting agency, CAEP. See *Additional Requirements for MEd Advanced Licensure Programs* section below.

- Online application for admission/enrollment
- A bachelor’s degree from a regionally accredited institution
- Have a minimum GPA of 3.0 from the most recent degree-conferring transcript
- 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 in lieu of the TOEFL

Students who do not meet the requirements may inquire about conditional admission. Not all programs are eligible. Students approved for conditional admission to the MEd or MS programs should work with their advisors for opportunities to address and remedy any deficit areas. See *Conditional Admission* below.

Additional Requirements for MEd Advanced Licensure Programs

Applicants to our Master of Education Advanced Licensure Programs in English as a Second Language, Gifted Education, Reading Education, and Special Education PK-6, 6-8, or 6-12 Add-on endorsements must submit the following to the College of Education at Mary Baldwin University. The College of Education, in compliance with our accrediting agency, the Council for the Accreditation of Educator Preparation (CAEP), has adopted an Advanced Levels of Teacher Education Program Progression to meet requirements. Students are admitted and progress through varying levels of program progression. This process is outlined below.

Advanced Levels of Program Progression

Level One (Admission/Pre-Candidate)

Requirements for admission:

- GPA 3.0 (last 60 s.h.)
- Online application
- Two Professional Qualities and Dispositional Traits (PQDT) evaluation references

Program/Pre-Candidate Admission

A Level 1 "Pre-Candidate" has met the requirements above and been admitted to the MEd program in English as a Second Language, Gifted Education, Reading Specialist, and/or Special Education PK-6, 6-8, or 6-12 Add-on endorsements.

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 conditions 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 607, 624, 649).

Level Three (Selected Candidate)

Requirements for admission:

Level 3 "Selected Candidate," meaning eligibility for field experience or comprehensive practicum experience. The selected candidate must have:

- GPA 3.0 (in all courses)
- Completed all prerequisite courses (in progress are acceptable)
- Successfully completed methods/instructional strategies, if applicable (B- or better)
- Received an acceptable score from the methods instructor on the PQDT evaluation

Selected Candidate Admission

A Level 3 "Selected Candidate" has met the requirements above and been selected to progress to field experience or comprehensive practicum experience (ED 608, 615, 672).

Level Four (Completer)

Requirements for admission:

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

- Successfully completed field experience or comprehensive practicum experience
- Passed Praxis II (if applicable)

- Passed RVE (if applicable)
- Completed the Professional Ethics Module
- Submitted licensure application or college verification form request, 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 application for additional endorsement has been submitted to the Virginia Department of Education or their college verification form has been processed for their school division to proceed with their additional endorsement. 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.

Admission Decisions (MAT, MEd, MS)

Admissions decisions are made by the policies established through the Education Policy Committee. The Mary Baldwin University Admissions office informs applicants, in writing, of their admission status. At the time of admission, applicants are advised by the College of Education regarding any additional undergraduate course requirements that must be fulfilled as conditions of enrollment. Any individual may be denied admission or have admission retracted to the graduate Education program for the following reasons:

- Attempting to obtain admission by fraudulent means or through misrepresentation or omission of material facts (including failure to report all prior institutions attended)
- Falsification of records or documents
- Conviction of any felony
- Conviction of any misdemeanor involving moral turpitude, sexual offense, drug distribution, or physical injury
- Failure to meet stated program admission requirements

Full Admission

Students who meet all admissions requirements are admitted to the graduate education program as fully admitted degree-seeking students.

Conditional Admission

Students who do not meet the full-admission criteria may be considered for conditional admission on the basis of strong evidence that they can succeed in a graduate program that requires maintenance of a 3.0 GPA. Conditionally admitted students must achieve a minimum 3.0 GPA in all graduate work 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.

Moving from Conditional to Full Admission Status

The College of Education monitors the progress of conditionally admitted students at the end of each semester. Course grades, course instructors’ assessment of students’ writing and speaking skills, and professional qualities evaluations are considered in this review. The College 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 to non-degree seeking students. Teachers seeking recertification credits may enroll as non-degree seeking students. One must be admitted to Level 2 in the Teacher Education Program in order to enroll in ED 607, 608, 624, and 649.

Admission Requirements for the Graduate Comprehensive Certificate in Autism Spectrum Disorders

A bachelor's degree from a regionally accredited institution. (This requirement can be waived on a case-by-case basis for individuals without undergraduate degrees who are professionally serving individuals with autism and who demonstrate the capability to handle the curriculum.)

Provisionally Licensed Teaching Certificate (PLTC)

The Provisionally Licensed Teaching Certificate is uniquely designed for provisionally licensed teachers (PLT), who are presently employed by a school division in the Commonwealth. The goal of the certificate program is to move individuals, while offering an additional institutional credential (the certificate), to becoming fully licensed teachers. The certificate consists of the required courses, as indicated by individual letters from the Virginia Department of Education, taken at MBU which address the courses needed to become a fully licensed teacher.

The goal of the certificate is to provide the required courses leading to full licensure by leveraging our professional and personalized educational philosophy through advising and already established coursework. Mary Baldwin faculty and advisors will be able to support students from start to finish. The certificate is 12 hours. These 12 hours can be a combination of the required courses for licensure along with electives that may lead to add-on endorsements. Add on endorsements include:

- Special education
- Elementary education
- Middle education
- Secondary education
- Gifted education
- ESL

How to Apply

Complete an application as a non-degree graduate student for the **Provisionally Licensed Teaching Certificate (PLTC)**. The application must include a copy of the applicant's provisional licensure letter and requirements from the Virginia Department of Education. Those accepted, may start the program in fall, spring, or summer.

The applicant must:

- Hold a baccalaureate degree or higher from a regionally-accredited institution or an equivalent degree from a foreign institution.
- Hold a letter from the VDOE with identified course work or competencies needed to fill requirements for initial licensure
- Be presently employed as a teacher holding a Provisional License.

Before completing an application for the certificate program, applicants are encouraged to meet with the program coordinator/director to discuss application and the certificate's guidelines.

Financial Aid

Students in this certificate program are eligible for the Educator's Choice Discount as well as other financial aid available to MBU students.

Graduate Tuition and Fees 2021–22

Tuition for all courses in the graduate education program is determined on an annual basis. In addition, the following fees apply:

- Initial Registration Fee: \$50
- Re-Enrollment Fee: \$50 (See Requirement for Continuous Enrollment below)
- Technology and Library Fee: \$60/semester
- Credentialing Fee: \$15/semester

Graduate Financial Aid

Mary Baldwin makes every effort to assist students who need to obtain funding for education. Students should contact the Office of Financial Aid and Student Campus Employment at the time of application. To qualify for aid, students must be accepted in the graduate Education program (not non-degree seeking students), meet registration deadlines each semester, and make satisfactory academic progress in the work attempted. Aid is awarded pending approvals of federal and state agencies.

Aid for Which Graduate Students May Qualify (Subject to approval and funding by federal and state agencies)

Type of Aid	Enrollment Status	Repayment Required	How to Apply
Unsubsidized Stafford Loan	Full-time, Half-time	Monetary repayment	File FAFSA Borrow from federal government through the college. Not need based.

Graduate Academic Policies and Standards

Academic policies applicable to graduate students are published in this catalog. Other statements of program policies are maintained in the College of Education. Policies may be amended at any time by the faculty, who determine the date at which amended policies become effective. The completion requirements for each student are those in effect on the date of first enrollment as a fully accepted, continuously enrolled, degree-

seeking student. Occasionally, some exceptions may apply if changes are made to teacher licensure regulations at the state level. Students are required to report name, address, email, and telephone number changes to the registrar and to the graduate program.

Petition for an Exception to an Academic Rule

This process is only for fully admitted graduate students.

Students may petition for exemption from academic policies. The request must include the recommendation of the student's advisor. Petitions are granted only for cause, and only with the approval of the Education Policy Committee (EPC). A petition for exemption from or modification of a completion requirement may be granted only by the graduate faculty.

The petition for an exception to an academic regulation consists of the student submitting a letter to the Dean of the College of Education and the academic advisor submitting a letter to the Dean of the College of Education. The submission of the petition does not mean the request will be granted but instead provides a procedure for the student's request to be heard and considered by the relevant officials. While a committee or individual chair/dean may be understanding about a student's situation, missing deadlines, failing to achieve grade point average requirements, or misunderstanding requirements does not release the student from personal responsibility for completing the requirements. It is the student's responsibility to petition the academic regulation and request a letter from their academic advisor or director of their academic program within the College of Education. Petitions missing required information will be returned to the petitioner and a decision will be delayed.

- The student writes a letter to the Dean of the College petitioning for an exception to an academic regulation.
 - A petition for an exception to an academic regulation should contain a clear and detailed statement of the exception requested and the special circumstances that are the basis for the request. Students should review their petitions with faculty advisers or program director.
- The academic advisor writes a letter of recommendation as part of the exception to an academic regulation
 - Comments from these individuals indicating support for the petition or providing pertinent information, such as the last date the student attended class, are important.
- Once all documents have been received the EPC will convene and offer a recommendation to the Dean based on the policy, request from the student, and all supporting documents.

Academic Progress

Degree-seeking graduate education students are required to maintain a minimum cumulative GPA of 3.0 in graduate work to remain in good standing and to graduate from the program. In order to be recommended by Mary Baldwin University's MAT or MEd program to the Commonwealth of Virginia for an initial teaching license or for an additional endorsement on an existing license, a student must earn a letter grade of "B-" or better in ED 609, ED 610 or ED 614 (Student Teaching) or ED 608 or ED 615 (Field Experience). A student whose GPA falls below 3.0 at the end of any semester is placed on warning. At the end of the second semester during which a student's GPA is below 3.0, the student's record is reviewed by the College of Education, which may place the student on probation for a stated period, attach conditions to the probation, or dismiss the student. To be removed from probation or to complete the degree, a student must fulfill any conditions attached to the probation.

In the event that a student earns a grade of D or F in a course in their graduate program, the course in which the unsatisfactory grade was earned must be repeated with a successful grade earned prior to enrolling in any

further courses. If the particular course is unavailable during the next semester, with advisor recommendation and Dean approval, the student may be permitted to proceed with other coursework until such course becomes available, at which time, the course with the D or F grade must be repeated before proceeding with any other courses. Coursework in the College of Education may only be repeated twice for a total of three attempts.

A student who has been suspended for academic reasons may reapply for admission to the degree program after completion of the terms of the suspension. The College of Education will review the student's application for readmission as well as the applicant's previous performance and the reasons for suspension; additional information may be requested from the applicant and his/her references, and from other relevant professional and educational sources. The College of Education communicates the readmission decision to the applicant.

Auditing Courses

The instructor approves audits on a space available basis. Students who audit courses are expected to meet all reading and oral discussion requirements for the course. Full tuition applies to audited courses.

Code of Conduct

The provisions of the college's Code of Conduct apply to graduate students.

Contact Hours

The syllabus of each graduate course includes a schedule of class contact hours required for the course. The syllabus includes goals, requirements, assignments, and attendance and grading policies, as well as criteria for evaluating students' writing and speaking skills.

Copyright Policy

The college enforces all provisions of copyright law. Students are responsible to inform themselves of the law, particularly with respect to copying.

Course Substitution Policy

Students who are in a program pursuing licensure who have taken a licensure-required course at another institution at the undergraduate level in the last five years with a grade of B or better may request taking another graduate elective in lieu of taking a graduate version of an undergraduate course they have already taken. This may be done for no more than two courses. Note that course substitutions are not accepted for ED 607 unless the undergraduate equivalent was taken at MBU.

Examinations, Incompletes, Grade Reports, Grade Changes

To receive credit for a course, a student must take the examination or its equivalent as prescribed for the course by the instructor.

- The temporary symbol of I may be given at the end of a course if, for reasons beyond his or her control, a COE student is unable to complete the course work.

- An Incomplete may be given only with the approval of the dean of the College of Education and of the course instructor.
- Incomplete work must be completed by the end of the next calendar term, that is, by the end of Term 3 for fall semester courses, and by the end of Term 1 for spring semester courses. In unusual circumstances, such as prolonged illness, with the approval of the instructor or the dean of the College of Education, time may be extended.
- If the work is not completed within the time specified, the College of Education office will assign the grade awarded by the instructor based on the work completed to date.

Requests for grade changes will not be considered if initiated by students later than the first week of classes in the semester following distribution of the official grade which is being contested. A student with questions about a grade should first contact the course instructor to determine if there is an error. If so, the instructor must report the correct grade to the dean of the College of Education immediately. If there is no error, and the student desires to contest the grade, the student must submit written reason(s) for the appeal to the dean of the College of Education. The dean forms a hearing committee consisting of the dean, the director of academic and student services, the student's advisor, and two faculty members. The committee reviews the written appeal, hears statements from both the student and the instructor involved, and approves or disallows a change.

Grades

The following general grading scale is used by the college's graduate Education program, except the Master of Science in Higher Education program. (There is no A+.) Specific course grading scales may be noted in the syllabus for each class and are determined by the course instructor. Please carefully read your course syllabus.

A 4.0
 A- 3.7
 B+ 3.3
 B 3.0
 B- 2.7
 C+ 2.3
 C 2.0
 C- 1.7
 D+ 1.3
 D 1.0
 D- .7
 F 0

A minimum 3.0 GPA is required to earn a graduate degree at Mary Baldwin University. The grade point average is determined by dividing the total grade points earned by the total semester hours of credit attempted on the graduate transcript. Undergraduate courses taken while in the graduate program at MBU for co-requisite or licensure requirements count toward the graduate grade point average. Transfer courses are not included in the GPA.

The Master of Science Higher Education program uses the following 7-point grading scale in all courses in the program, except HIED 632 and HIED 633. (There is no A+). All students must complete HIED 630 with a B- or better to be enrolled in HIED 632 and HIED 633. Please carefully read your course syllabus.

A (970-1000 pts)
 A- (930-969 pts)
 B+ (900-929 pts)
 B (870-899 pts)

B- (830-869 pts)
C (790-829 pts)
F <790 pts

Honor System

The provisions of the college's Honor System apply to graduate students. Students are responsible for understanding the provisions of the Honor System and seeking information from professors as to the application of the Honor Code to course activities.

Moral and Ethical Responsibility

Graduate students may not engage in behavior or actions that endanger themselves or others, either while on MBU's property or while engaged in a program or activity connected with the college and/or its programs. Students are required to comply with professional standards of schools in which they engage in practicum or research, interning, student teaching, or other activities connected with the college and/or its programs.

Requirement for Continuous Enrollment, Leave of Absence

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 course work 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 graduate education courses for three consecutive sessions (or one calendar year) are considered "inactive" and are withdrawn from the University. 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, which upon approval, gives the student up to one calendar year of inactive status. A student on leave may return to Mary Baldwin University at the end of the stated period without reapplying through Admissions. Upon re-entry, the student continues under the graduation requirements in effect at the time of original entry. A student who does not return at the end of the agreed leave period must reapply through Admissions. Such a student must meet the criteria of the Office of Admissions and is subject to the catalog and university requirements in effect at the time of re-entry. At the time the leave of absence is granted, all academic work in progress is given a final grade, including W (withdrawal), as appropriate. The student is neither allowed to finish "incompletes" while on leave of absence nor to enroll in new Mary Baldwin credit work. Leave of Absence requires the approval of the Dean of the College of Education. There is no re-entry fee and the student returns under the same catalog requirements prior to the Leave.

Research on Human Subjects

Federal, state, and college policies regarding research on human subjects apply to all research involving MBU students, faculty, or staff as researchers or as subjects, including research undertaken in the graduate Education programs.

Transfer Credit

The graduate Education program may accept up to six hours of transfer credit from another accredited graduate program. Such transfers will be considered only if all the following conditions are met:

- The Dean of the College of Education determines based on catalog and course materials submitted by the student that the course content is identifiable with the aims and philosophies of the graduate curriculum.
- The credit was earned in a regionally accredited graduate program.
- The credit was earned no earlier than three calendar years before the student's admission to the program, and a grade of B or better was earned.
- No transfer credit is accepted toward the BCaBA and BCBA credentials in the ABA programs.

The student is responsible for determining in advance of enrollment whether courses taken in the graduate program can be transferred to another graduate program or will satisfy credential requirements outside Virginia. After the drop deadline, a determination that courses are not transferable is not grounds for refund of tuition or fees.

Graduate Academic Procedures

Add-Drop

Once the semester has begun, graduate students may add an additional course to their registration during the first week of each term. A graduate student may drop a course without penalty during the first two weeks of each term. A course may be dropped for medical or providential reasons at any time, upon approval of the Dean of the College of Education. The Dean in consultation with the teaching team determines the student's final course grade when the course is dropped after the official drop period. These policies also apply to practica, field experiences, and student teaching enrollments. Please see the Tuition and Financial Aid section of this catalog for the policy concerning tuition refunds.

Advising

Each graduate student is assigned an advisor who is a member of the education department. The advisor and student work together in making course selections, meeting competency requirements, and preparing for the final project. The advisor reviews academic progress and performance related to professional qualities and dispositional traits standards. He or she may make recommendations concerning a student's status to the graduate faculty, committees, and administration upon request or as necessary. Students are responsible for knowing and completing the content of their academic program and licensure area.

Course Enrollment Priorities

Graduate education students are enrolled in courses according to the following priorities: candidates for graduation in the MAT, MEd or MS first, followed by fully admitted degree-seeking MAT, MEd or MS students, conditional students, and non-degree seeking students.

Orientation

Students are required to participate in an online orientation prior to enrollment.

Sequence of Courses

Each graduate education student's advisor recommends a sequence of courses which considers the student's preparation and educational needs.

Professional Qualities and Dispositional Traits

Evaluation of student dispositions has been an aspect of MBU's COE program since its inception. It is also a requirement from our national accrediting agent, CAEP. In the COE, 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.

Graduate faculty, advisors, director of academic and student services and the dean of the College of Education review all students' professional qualities and dispositional traits through an evaluation process at admission, after the methods course, and after student teaching. 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.