

**Regulations Governing Approved Programs**  
**for Virginia Institutions of Higher Education**

**PART I.**

**DEFINITIONS**

**8 VAC20-541-10. Definitions.**

The following words and terms when used in this chapter shall have the meanings indicated unless the context implies otherwise:

“Accreditation” means a process for assessing and enhancing academic and educational quality through voluntary peer review. Accreditation informs the public that an institution has a professional education unit that has met national standards of educational quality.

“Advanced preparation” means programs at post-baccalaureate levels for (i) the advanced education of teachers who have previously completed initial preparation or (ii) the initial or advanced preparation of other professional school personnel. Advanced preparation programs commonly award graduate

credit and include masters, specialist, and doctoral degree programs as well as nondegree licensure programs offered at the graduate level.

“Annual report” means the Virginia Department of Education annual report required of all institutions in Virginia that offer approved programs for the preparation of school personnel.

“Candidates” means individuals who are seeking admission to or are enrolled in programs for the initial or advanced preparation of teachers or other professional school personnel. Candidates may be seeking initial licensure or pursuing advanced preparation in professional education.

“Cultural diversity” means the variety of cultural backgrounds of candidates, faculty, and school personnel based on ethnicity, race, language, religion, socioeconomic status, gender, geographical background, and exceptionalities. Diverse regional or geographic origins, religions, or language groups are not necessarily representation of a wide range of cultural diversity.

“Declaration of Admission” means the list of ~~candidates enrolled on a full-time basis in the institution’s approved teacher preparation program who, in the preceding academic year, have taken the Praxis II content assessments as prescribed for licensure by the Board of Education~~ all candidates, both full-

and part-time, who are fully admitted to an institution's approved program and who have taken the Praxis II content assessments during the preceding academic year.]

"Dispositions" means values, beliefs, and attitudes toward education, students, and communities that guide one's professional practice.

"Distance learning" means a formal educational process in which the majority of the instruction occurs when the learner and the instructor are not in the same place at the same time. In this process, information or distributed learning technology is the likely connector between the learner, the instructor, or the site of program origin.

"Diversity" means the wide range of ways in which human groups and populations have observable and demonstrable physical and behavioral differences.

"Educational and instructional technology" means the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning and the use of computers and other technologies in (i) delivery, development, prescription, and assessment of instruction; (ii) problem solving; (iii) school and classroom administration; (iv) educational research; (v) electronic information access and exchange, and (vi) personal and professional productivity as reflected in Virginia's Technology Standards for Instructional Personnel (8 VAC 20-25-10 et. seq.).

“Exceptionalities” means physical, mental, and emotional disabilities or differences, including gifted/talented abilities, which may necessitate special attention by school personnel.

“Field experiences” means program components that are conducted in off-campus settings such as a school, community center, or homeless shelter. They include classroom observations, tutoring, assisting teachers and school administrators, student teaching, and internships.

“Full-time faculty” means employees of a higher education institution with full-time assignments within the professional education [department unit] as instructors, professors at different ranks, administrators, or other professional support personnel (e.g., student teaching supervisor or advisor).

“General education” means courses and other learning experiences in the liberal arts and sciences that candidates in baccalaureate programs typically complete in the first two or three years of their programs for the purpose of becoming liberally educated college students.

“Global perspective” means the viewpoint that accepts the interdependency of nations and peoples and the interlink age of political, economic, ecological, and social issues of a transnational and global character.

“Governance” means the system and structure for defining policy and administering procedures for the professional education [department unit].

“Indicators” means operational definitions that suggest the kinds of evidence that professional education [department units] should provide to demonstrate that a standard is met. They are not standards in and of themselves. In determining that a standard is met, review teams will weigh the evidence provided for each indicator as well as other data not necessarily related to indicators but germane to the standard. It is possible for a professional education [department unit] to be judged to meet a standard without addressing each indicator. In such cases, other evidence for meeting the standard will have been offered and judged as acceptable by the review team.

“Initial teacher preparation” means programs at baccalaureate or post-baccalaureate levels that prepare candidates for their first license to teach.

“Inquiry” means the active involvement in one's academic or specialty area that could range from knowledge generation to exploration and questioning of the field.

“Institutional report” means a written report prepared by the institution for an initial accreditation visit to describe how the professional education department meets the required standards.

“Integrative studies” means courses and other learning experiences in which candidates learn to integrate their general and content knowledge with professional and pedagogical knowledge.

“Knowledge base” means the base of knowledge for effective teaching derived from empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

“Licensing” means the official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed professional.

“Multicultural perspective” means the (i) social, political, economic, academic, and historical realities experienced by individuals and groups in complex human encounters; (ii) representation and incorporation of issues related to culture, demographics, ethnicity, race, gender, sexual orientation, religion, socioeconomic status, and exceptionalities in the education process; and (iii) inclusion of a cohesive, inclusive curriculum representing the contributions of diverse populations.

“Part-time faculty” means employees of a higher education institution who have less than a full-time assignment in the professional education [department unit]. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education [department unit]. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

“Pedagogical studies” means courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching.

“Performance-based licensing” means licensing that is based on an assessment system that measures a teacher candidate's knowledge and skills to determine whether he/she can perform effectively as a teacher.

“Professional community” means teacher educators, teacher candidates, faculty in general studies and arts and sciences, PreK-12 practitioners, and others involved in the educational enterprise.

“Professional development” means opportunities for higher education faculty to develop new knowledge and skills through inservice education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, or work in pre-12 schools.

“Professional development schools” means a specially designed school in which school and higher education faculty collaborate to (i) provide student teaching and internship experiences and (ii) support and enable the professional development of teachers in the school and higher education faculty.

Faculty also have joint responsibility for the provision of high quality instruction to the school's primary clientele-students.

“Professional education [~~department~~ unit]” means the institution, college, school, department, or other administrative body within the institution that is primarily responsible for the initial and advanced preparation of teachers and other professional school personnel. Although it is not essential for all programs that prepare instructional personnel to be administratively housed in the professional education [~~department~~ unit], the standard on operation and accountability requires that all professional education programs in an institution be organized, unified, and coordinated by the professional education [~~department~~ unit].

“Professional education faculty” means those individuals who teach one or more courses in education, provide services to education students (e.g., advising or supervising student teaching)

or administer some portion of the professional education [department unit]. Professional education faculty include both higher education faculty and school-based personnel; they are all considered to be members of an institution's professional education [department unit].

“Professional studies” means courses and other learning experiences to teach candidates the historical, economic, sociological, philosophical, and psychological foundations of schooling and education.

“Program” means a planned sequence of courses and experiences leading to a degree, a state license, or adequate preparation to provide professional education services in schools.

“Program approval” means the process by which a state governmental agency reviews a professional education program to determine if it meets the state's standards for the preparation of school personnel.

“Protocol” means the procedures that guide the review of the teaching endorsement programs and the site visits to review the professional education [department unit].

“Scholarly activities” means the active involvement in one's area of specialization as demonstrated through such faculty activities as research, articles published in refereed journals,

program evaluation studies, documentation of ongoing activities, grant-seeking, and presentations at professional meetings.

“School faculty” means licensed practitioners in preK-12 schools who provide on site instruction, supervision, and direction for candidates during field-based assignments.

“Sound professional practice” means educational strategies and practices that have evolved from the successful experiences of educators and that are generally recognized and accepted by the professional community.

“Standards of Learning for Virginia public schools” means the basic knowledge and skills that Virginia school children should be taught as they progress from kindergarten through twelfth grade, in the four academic subjects of English, mathematics, science, and social studies (history, geography and government).

“State approval” means a governmental activity requiring specific professional education programs within a state to meet standards of quality so that their graduates will be eligible for state licensing.

State approval is used synonymously with program approval.

“Teacher educators” means professional educators who serve as the training arm of the teaching profession. They include higher education faculty and school-based practitioners who supervise field experiences, student teaching, and internships.

“Weaknesses” mean the features and characteristics that prevent the professional education [department unit] from being effective at the level expected to meet the standards.

## **PART II.**

### **STANDARDS FOR THE REVIEW OF THE PROFESSIONAL EDUCATION**

#### **[DEPARTMENT UNIT]**

#### **8 VAC 20-541-20. Professional education program design.**

- A. Standard 1: The professional education [department unit] has developed and shall maintain high quality professional education programs that are designed from a framework that is knowledge-based, articulated, shared, coherent, consistent with the department and the institutional mission, and is continuously evaluated. The Virginia Standards of Learning for students in grades kindergarten through 12 shall be reflected throughout the design. Indicators of the achievement of this standard shall include, among other things, the following:
1. A statement of philosophy and purposes that states desired results for candidates;

2. A knowledge base that reflects student achievement of the Virginia Standards of Learning, research, and educational practices;

3. Cohesion among the general, content, and professional courses for the teaching area;

4. Integrated field experiences including pre-observation, student teaching, internships, and other opportunities for prospective teachers to interact with the school environment; and

5. Regular and systematic evaluations that are used to modify and improve the design of the program.

Evaluations must include but are not limited to the following:

- a. Information obtained through student assessments,
- b. Data collected from students and recent graduates,
- c. Information obtained from other members of the professional community, including the results of employer satisfaction surveys.

B. Standard 2: The professional education [~~department~~ unit] ensures that candidates have completed general education courses and experiences in the liberal arts and sciences and have

acquired theoretical and practical knowledge for teaching and student achievement. Indicators of the achievement of this standard shall include, among other things, the following:

1. Courses and experiences in English that prepare candidates to have a full command of the English language, use standard English grammar, have rich speaking and writing vocabularies, be knowledgeable of exemplary authors and literary works, communicate effectively in educational, occupational, and personal areas and that include the knowledge and skills needed to succeed on the Praxis I assessment in reading and writing;

2. Courses and experiences in mathematics that prepare candidates to become mathematical problem solvers, communicate and reason mathematically, make mathematical connections and that include the knowledge and skills needed to succeed on the Praxis I assessment in mathematics;

3. Courses and experiences in science that prepare candidates to develop and use experimental design in scientific inquiry, use the language of science to communicate understanding of the discipline, investigate phenomena using technology, understand the history of scientific discovery, and make informed decisions regarding contemporary issues in science, including science-related careers;

4. Courses and experiences in history and the social sciences that prepare candidates to know and understand our national heritage, to develop knowledge and skills of American and world history, geography, government/political science, and economics that create informed and responsible citizens who can understand, discuss, and participate in democratic processes; and
5. Other courses and experiences that may include the fine arts, communications, literature, and philosophy to produce a well-rounded individual.

C. Standard 3: The professional education [department unit] ensures that candidates achieve competence in the academic content that candidates plan to teach. Indicators of the achievement of this standard shall include, among other things, the following:

1. Completion of institutional requirements for academic degrees in the arts and sciences except, in health, physical and vocational education for baccalaureate candidates. Post-baccalaureate candidates seeking to complete the approved program must meet the equivalent of an academic major in the arts and sciences or an appropriate discipline;
2. Achievement of passing scores on the teaching area Praxis II content assessment(s);

3. Completion of courses and experiences to develop an understanding of the core concepts of the disciplines, facts, teaching methods, uses of technology, and the teaching of the Virginia Standards of Learning for the content candidates plan to teach; and

4. Completion of courses and experiences to meet the competencies specified in each endorsement area defined in the Board of Education document, Licensure Regulations for School Personnel, effective July 1, 1998. The sequence of courses and experiences must address the approved program framework for the endorsement area by including the following:

- a. Experiences - what the institution offers to enable the candidate to develop the knowledge and skills identified in each competency;
- b. Indicators - how the candidate's attainment of the knowledge and skills is measured; and
- c. Evidence - description of how the institution demonstrates that the indicators are achieved.

D. Standard 4: The professional education [department unit] ensures that candidates acquire and learn the knowledge and skills to become competent to work with a variety of students. Indicators of the achievement of this standard shall include, among other things, the following:

1. [Professional studies course work and methodology, excluding field experiences, that are limited to 24 semester hours for the bachelor's degree; Professional studies course work and methodology,

excluding field related experiences, shall be limited to 18 semester hours for any bachelor's degree (or equivalent thereof). Programs in elementary education (PreK-3 and PreK-6) and special education shall not exceed 24 semester hours of professional course work and methodology excluding field experiences for any bachelor's degree (or equivalent). A professional education unit may request and receive from the Board of Education a waiver to the above-mentioned 18-hour limitation after submitting documented rationale for such waiver. Such waiver shall not, under any circumstances, exceed 24 semester hours. However, the Board of Education may grant such waivers with any other terms and conditions, as the Board sees fit.]

2. A sequence of courses and experiences in which candidates acquire and learn to apply knowledge about the physical, social, emotional, and intellectual development of children and youth; develop a thorough understanding of the complex nature of language acquisition and reading; and understand the historical, philosophical, and sociological foundations of public education, including school laws, school culture, and contemporary issues;
  
3. A sequence of courses and experiences in teaching methods in which candidates understand and use the principles of learning, methods for teaching the content area, classroom management, selection and use of teaching materials, and evaluation of student performance; and

4. A sequence of courses and activities in which candidates acquire understanding of and the ability to use educational technology to enhance student learning, including the use of computers and other technologies in instruction, assessment, and professional productivity.

E. Standard 5: The professional education [~~department~~ unit] ensures that candidates in advanced graduate programs develop competencies for educational leadership roles in positions such as school superintendent, central office administrator and supervisor, and school psychologist. Indicators of the achievement of this standard shall include, among other things, the following:

1. The Virginia Standards of Learning and standards of specialty organizations, where appropriate;  
and
2. Research, research methods, and knowledge about issues and trends that will improve student learning and best practices in classrooms and schools; and
3. Understanding and use of educational technology, including the use of computers and other technologies in instruction, assessment, and professional productivity.

F. Standard 6: The professional education [~~department~~ unit] ensures that candidates in the K-12 Administration/Supervision masters/advanced program possess the knowledge and understanding to lead schools that use effective educational processes, achieve increased student learning, and make strong and positive connections to the community. Indicators of the achievement of this standard shall include, among other things, the following:

1. Courses and experiences that are aligned with the preK-12 Administration/Supervision endorsement competencies in the Virginia Licensure Regulations for School Personnel;
2. Procedures for the identification and selection of candidates who demonstrate both potential for and interest in school leadership;
3. Collaboration among local school professionals to identify and prepare school leaders to meet local needs;
4. Sequence of courses and experiences in the utilization of test data to revise instruction and enhance student achievement;

5. Courses and experiences that require the demonstration of collaboration with families and community members and knowledge of emerging issues that impact the school community; and
6. Assessment of candidate's mastery of administration/supervision competencies through the use of multiple sources of data such as internships, portfolios, and interviews and including satisfaction surveys of employers.

G. Standard 7: Teaching in the professional education [department unit] is of high quality and is consistent with the program design and knowledge derived from research and sound professional practice. Indicators of the achievement of this standard shall include, among other things, the following:

1. Use of instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement;
2. Teaching that encourages candidates to reflect, think critically and solve problems;
3. Teaching that reflects knowledge and understanding of cultural diversity and exceptionalities; and

4. Instruction which is continuously evaluated and the results used to improve teaching and learning within the department.

H. Standard 8: The professional education [department unit] ensures that field experiences are of high quality and are consistent with well-planned and sequenced programs. Indicators of the achievement of this standard shall include, among other things, the following:

1. Opportunity to relate theory to actual practice in classrooms and schools, to create meaningful learning experiences for a variety of students, and to practice in settings with students of different ages and cultures;
2. Opportunity to interact and communicate effectively with parents;
3. Demonstration of competence in the professional teaching or administrative roles for which candidates are preparing;
4. Student teaching experience or its equivalent which includes a minimum of 300 clock hours with at least half of that time spent in direct teaching activities at the level of endorsement; and

5. Evaluation that includes feedback from higher education faculty, including faculty in the arts and sciences, school faculty, and peers, and encourages self-reflection by candidates.
  
- I. Standard 9: The professional education [department unit] collaborates with faculty, school personnel, and other members of the professional community to design, deliver, and renew programs for the preparation and continuing development of school personnel and to improve the quality of education in schools. Indicators of the achievement of this standard shall include, among other things, the following:
  1. Development of teaching methods and activities that will ensure collaboration among the department, the programs, and local school personnel in the design and evaluation of the preparation of candidates, including the candidates' ability to teach the Standards of Learning;
  2. Support for consistent collaboration among higher education faculty who teach the general, content, and professional studies in program planning and evaluation; and
  3. Development of agreements with schools and cooperating professionals to ensure that pre-observation, student teaching, internships, and other field experiences are collaboratively designed; that programs and projects are developed with preK-12 schools and their faculties and are collaboratively delivered;

and that opportunities exist to collaborate on the development and refinement of knowledge bases, to conduct research, and to improve the quality of education.

**8 VAC 20-541-30. Candidates in professional education programs.**

A. Standard 1: The professional education [department unit] recruits, admits, and retains candidates of diverse backgrounds who demonstrate potential for professional success in preK-12 schools.

Indicators of the achievement of this standard shall include, among other things, the following:

1. Use of a comprehensive system to assess the qualifications of candidates seeking admission that may include Virginia's passing scores on the Praxis I Academic Skills Assessment, faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 grade point average GPA);
2. Established criteria for admission to advanced programs that include an assessment of academic proficiency (e.g., the MAT, GRE, and GPA), faculty recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited college/university;

3. Established criteria for admission to post-baccalaureate initial preparation programs and advanced programs that ensure candidates have attained appropriate depth and breadth in both general and content studies to address the Virginia's Standards of Learning in the classroom; and
4. Development and implementation of an admission plan that is evaluated annually for its effectiveness in recruiting, admitting, and retaining candidates from diverse backgrounds.

B. Standard 2: The professional education [department unit] systematically monitors and assesses the progress of candidates and ensures that candidates receive advisement for appropriate general studies, academic major and professional studies course work from admission through program completion.

Indicators of the achievement of this standard shall include, among other things, the following:

1. Development of clear information about the requirements for completing professional education programs, information on teaching-shortage areas, the availability of social and psychological counseling services, and job opportunities made available through a variety of sources including publications and faculty advising;
2. Systematic review of candidate progress at various, identified stages within programs through the use of performance-based and traditional assessments;

3. Assessment of candidate's progress that is based on multiple data sources including grade point average (GPA), observations, the use of various instructional methods and technologies, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, and research and concept papers), and recommendations from the appropriate professionals in public schools; and
  
4. Assistance to candidates who are not making satisfactory progress.

C. Standard 3: The professional education [department unit] ensures that candidates' competence to begin their professional role in schools is assessed prior to completion of the program and/or recommendation for licensure. Indicators of the achievement of this standard shall include, among other things, the following:

1. Published criteria for exit from each professional education program that reflect the requirements for licensure in Virginia, including passing scores on the teaching area Praxis II content assessment(s); and
  
2. Assessment of candidate's mastery of a program's stated exit criteria or outcomes through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.

**8 VAC 20-541-40. Faculty in professional education programs.**

A. Standard 1: The professional education [department unit] recruits, hires, and retains a highly qualified higher education faculty of diverse backgrounds who are teacher scholars, are qualified for their assignments and are actively engaged in the professional community. Indicators of the achievement of this standard shall include, among other things, the following:

1. Completion of formal advanced study;
2. Demonstrated competence in each field of teaching specialization;
3. Earned doctorate, or its equivalent, or exceptional expertise in their field;
4. Knowledge of current practice related to the use of computers and technology and integration into their teaching and scholarship;
5. Knowledge of Virginia's Standards of Learning;
6. Knowledge of cultural differences and exceptionalities and their instructional implications;
7. Professional teaching experiences in prek-12 school setting(s) prior to supervising field experiences;
8. Active involvement with the professional world of practice in prek-12 schools and in the design and delivery of instructional programs; and

9. Active involvement in professional associations and participation in education-related services at the local, state, national, and international levels in areas of expertise and assignment.

B. Standard 2: The professional education [~~department~~ unit] ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service and are in keeping with the character and mission of the institution. Indicators of the achievement of this standard shall include, among other things, the following:

1. Workload policies and assignments that accommodate and support faculty involvement in teaching, scholarship, and service, including working in primary grade-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities;
2. Development of policies governing faculty teaching loads, including overloads and off-campus teaching, that are mutually agreed upon and allow faculty to engage effectively in teaching, scholarship, and service; and

3. Development of recruitment and retention policies that include an explicit plan with adequate resources to hire and retain a qualified and diverse faculty that is evaluated annually for its effectiveness in meeting recruitment goals.

C. Standard 3: The professional education [department unit] ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.

Professional education faculty are considered a part of the professional education department if they teach one or more courses in professional education, provide professional services to education students (e.g. advising or supervising student teachers), or administer some portion of the professional education program. Unless otherwise designated, professional education faculty include both higher education faculty and school-based personnel who supervise student teaching and other internships.

Indicators of the achievement of this standard shall include, among other things, the following:

1. The development of policies and practices that encourage professional education faculty to be continuous learners;
2. Support for higher education and school faculty and others who may contribute to professional education programs to be regularly involved in professional development activities;

3. Regular evaluation of higher education faculty that includes contributions to teaching, scholarship, and service; and

4. Evaluations that are used systematically to improve teaching, scholarship, and service of the higher education faculty within the professional education [department unit].

**8 VAC 20-541-50. Operation and accountability of professional education programs.**

A. Standard 1. The professional education [department unit] ensures that Virginia's requirements of the Praxis I: Academic Skills Assessment and the Praxis II: Content Assessments must be satisfied prior to the completion of the approved program.

B. Standard 2: The professional education [department unit] ensures that at least 70 percent of candidates as documented in the institution's "declaration of admission" to the teacher education program shall annually pass Praxis II (subject area assessments) for the institution's professional education [department unit] to maintain Board of Education continued approved program status. Indicators of the achievement of this standard shall include, among other things, the following:

1. Official Educational Testing Service (ETS) score reports shall be maintained for at least five years for review during the accreditation review as part of the [institution's professional education unit's] documentation for continued approved program status[- ;]
  
2. [Institutions Professional education units] not meeting this requirement will receive provisional approval for a maximum of two years; failure to meet the 70 percent passing rate within the two-year period will result in the loss of Board of Education approved program status for the professional education department [- ; and]
  
3. The number of students included in the institution's declaration of admission shall be identified and submitted to the Virginia Department of Education annually on or before November 1.
  
4. [A written statement from the president of the institution certifying, on behalf of the institution, the following:
  - (i) The institution supports fully its teacher preparation program and recognizes the important public mission of maintaining an effective teacher preparation program in the Commonwealth of Virginia;
  - (ii) The institution acknowledges the responsibility for its candidates' preparation and performance on the professional teachers' examination prescribed by the Board of Education; and

(iii) The institution will use its best efforts to ensure the success of its teacher preparation program.]

C. Standard 3: The professional education [department unit] submits annual reports of demographic data that reflect the status of the program to the Division of Teacher Education and Licensure. Indicators of the achievement of this standard shall include, among other things, the following:

1. Submission of annual data in a prescribed format that summarizes the performance of candidates on licensure assessments, number of candidates who complete programs by ethnicity, gender, specific endorsement area, and program level; and

4. Submission of annual data in a prescribed format to comply with the requirements of the state report card on the quality of teacher preparation as stipulated in the Higher Education Act of 1965, Accountability for Programs that Prepare Teachers and subsequent amendments.

D. Standard 4: The professional education [department unit] is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.

Indicators of the achievement of this standard shall include, among other things, the following:

1. Assurance that the professional education [department unit] has responsibility and authority in the areas of higher education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for department activities;
  
2. The size of the professional education [department unit], number of faculty, administrators, clerical and technical support staff, supports the consistent delivery and quality of each program offered;
  
3. Active involvement of the professional education faculty in the organization and coordination of programs;
  
4. Development of a long-range plan that is regularly monitored to ensure the ongoing vitality of the professional education [department unit] and its programs as well as the future capacity of its physical facilities;
  
5. Active involvement of school faculty, candidates, and other members of the professional community in the policy making and advisory bodies of the professional education [department unit]; and
  
6. Policies and practices of the professional education [department unit] that are nondiscriminatory and guarantee due process to faculty and candidates.

E. Standard 5: The professional education [department unit] has adequate resources to offer quality programs that reflect the mission of the professional education [department unit] and support teaching and scholarship by faculty and candidates. Indicators of achievement of this standard shall include, among other things, the following:

1. Facilities, equipment, and budgetary resources that are sufficient for the operation of the professional education [department unit];
2. Allocation of resources to programs in a manner that allows each program to meet its anticipated outcomes; and
3. Training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources for higher education faculty and candidates.

### **PART III.**

## **ADMINISTERING THE REGULATIONS**

**8 VAC 20-541-60. Administering the regulations.**

- A. Procedures for administering these regulations are defined in the publication entitled, “Manual for Administering the Regulations Governing Approved Programs for Virginia Institutions of Higher Education.” ~~[Compliance with these standards will determine the accreditation of Virginia’s approved teacher preparation programs.~~ The Manual for Administering the Regulations Governing Approved Programs for Institutions of Higher Education contains the following components: (1) procedures for the review of specific endorsement programs; (2) procedures for the review of the professional education unit; (3) conditions for qualifying for the review of the professional education unit and specific endorsement programs; and (4) a template for professional education program on-site review. These procedures will result in recommendations to the Board of Education regarding the “approval,” “approval with stipulations,” or “denial” of accreditation.]
- B. Colleges and universities with approved teacher preparation programs may propose modifications to these regulations to the Superintendent of Public Instruction. Requests for modifications shall be submitted in writing and shall include at least the following information: (i) philosophy/rationale for the proposed modification; (ii) requirements of the program including academic and professional studies; (iii) program competencies; (iv) program evaluation; and (v) faculty assigned to the program. Proposals received by the Superintendent of Public Instruction will be presented

to the Advisory Board on Teacher Education and Licensure for review and formulation of a  
recommendation to the Board of Education.