

Office of Regulatory Management  
Economic Review Form

<b>Agency name</b>	State Board of Education
<b>Virginia Administrative Code (VAC) Chapter citation(s)</b>	8 VAC 20-23 8 VAC 20-543
<b>VAC Chapter title(s)</b>	Licensure Regulations for School Personnel (8VAC20-23) Regulations Governing the Review and Approval of Education Programs in Virginia (8VAC20-543)
<b>Action title</b>	Proposed Amendments to the Licensure Regulations for School Personnel and Regulations Governing the Review and Approval of Education Programs in Virginia to Comport with Federal Guidelines Related to Accredited Institutions of Higher Education
<b>Date this document prepared</b>	August 20, 2024
<b>Regulatory Stage (including Issuance of Guidance Documents)</b>	Fast-Track: Action 5972 / Stage 9654

### **Cost Benefit Analysis**

Complete Tables 1a and 1b for all regulatory actions. You do not need to complete Table 1c if the regulatory action is required by state statute or federal statute or regulation and leaves no discretion in its implementation.

Table 1a should provide analysis for the regulatory approach you are taking. Table 1b should provide analysis for the approach of leaving the current regulations intact (i.e., no further change is implemented). Table 1c should provide analysis for at least one alternative approach. You should not limit yourself to one alternative, however, and can add additional charts as needed.

Report both direct and indirect costs and benefits that can be monetized in Boxes 1 and 2. Report direct and indirect costs and benefits that cannot be monetized in Box 4. See the ORM Regulatory Economic Analysis Manual for additional guidance.

**Table 1a: Costs and Benefits of the Proposed Changes (Primary Option)**

<p>(1) Direct &amp; Indirect Costs &amp; Benefits (Monetized)</p>	<p>Direct Costs: There are no direct monetized costs associated with this proposed change.</p> <p>Indirect Costs: There are no indirect monetized costs associated with this proposed change.</p> <p>Direct Benefits: There are no direct monetized benefits associated with this proposed change.</p> <p>Indirect Benefits: There are no indirect monetized benefits associated with this proposed change.</p>	
<p>(2) Present Monetized Values</p>	<p>Direct &amp; Indirect Costs</p>	<p>Direct &amp; Indirect Benefits</p>
	<p>(a) N/A</p>	<p>(b) N/A</p>
<p>(3) Net Monetized Benefit</p>	<p>N/A</p>	
<p>(4) Other Costs &amp; Benefits (Non-Monetized)</p>	<p>The United States Education Department (“USED”) has amended regulations (34 CFR 600) related to postsecondary institution accreditation. Effective July 1, 2020, USED no longer categorizes accrediting agencies as "regional" or "national" but instead, includes them under a combined umbrella identified as "institutional" or "nationally recognized.” The summaries and comments in the Federal Register provides further insight into the reasons behind the initiative, analysis of the public comments, and the provisions for implementation. State agencies were notified by USED of these changes to the federal regulations via a letter dated February 26, 2020. The agency expects that this action will be noncontroversial and therefore appropriate for the fast-track process because the agency is merely performing technical changes to align its regulations with federal requirements. The Board has exercised minimal discretion in making the proposed changes.</p>	
<p>(5) Information Sources</p>		

**Table 1b: Costs and Benefits under the Status Quo (No change to the regulation)**

(1) Direct & Indirect Costs & Benefits (Monetized)	Direct Costs: There are no direct monetized costs under the status quo. Indirect Costs: There are no indirect monetized costs under the status quo. Direct Benefits: There are no direct monetized benefits under the status quo. Indirect Benefits: There are no indirect monetized benefits under the status quo.	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) N/A	(b) N/A
(3) Net Monetized Benefit	N/A	
(4) Other Costs & Benefits (Non-Monetized)		
(5) Information Sources		

**Table 1c: Costs and Benefits under Alternative Approach(es)**

(1) Direct & Indirect Costs & Benefits (Monetized)	The regulatory action is required by federal regulation and leaves no discretion in its implementation.	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) N/A	(b) N/A
(3) Net Monetized Benefit	N/A	
(4) Other Costs & Benefits (Non-Monetized)		

(5) Information Sources	
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**Impact on Local Partners**

Use this chart to describe impacts on local partners. See Part 8 of the ORM Cost Impact Analysis Guidance for additional guidance.

**Table 2: Impact on Local Partners**

(1) Direct & Indirect Costs & Benefits (Monetized)	Direct Costs: There are no direct monetized costs on local partners. Indirect Costs: There are no indirect monetized costs on local partners. Direct Benefits: There are no direct monetized benefits on local partners. Indirect Benefits: There are no indirect monetized benefits on local partners.	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) N/A	(b) N/A
(3) Other Costs & Benefits (Non-Monetized)	This regulatory action may increase the number of individuals eligible for a teaching license and therefore available for hire by local school boards.	
(4) Assistance		
(5) Information Sources		

**Impacts on Families**

Use this chart to describe impacts on families. See Part 8 of the ORM Cost Impact Analysis Guidance for additional guidance.

**Table 3: Impact on Families**

(1) Direct & Indirect Costs & Benefits (Monetized)	Direct Costs: There are no direct monetized costs on families. Indirect Costs: There are no indirect monetized costs on families.	
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	Direct Benefits: There are no direct monetized benefits on families. Indirect Benefits: There are no indirect monetized benefits on families.	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) N/A	(b) N/A
(3) Other Costs & Benefits (Non-Monetized)	N/A	
(4) Information Sources		

**Impacts on Small Businesses**

Use this chart to describe impacts on small businesses. See Part 8 of the ORM Cost Impact Analysis Guidance for additional guidance.

**Table 4: Impact on Small Businesses**

(1) Direct & Indirect Costs & Benefits (Monetized)	Direct Costs: There are no direct monetized costs on small businesses. Indirect Costs: There are no indirect monetized costs on small businesses. Direct Benefits: There are no direct monetized benefits on small businesses. Indirect Benefits: There are no indirect monetized benefits on small businesses.	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) N/A	(b) N/A
(3) Other Costs & Benefits (Non-Monetized)	N/A	
(4) Alternatives		

(5) Information Sources	
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**Changes to Number of Regulatory Requirements****Table 5: Regulatory Reduction**

For each individual action, please fill out the appropriate chart to reflect any change in regulatory requirements, costs, regulatory stringency, or the overall length of any guidance documents.

*Change in Regulatory Requirements*

<b>VAC Section(s) Involved*</b>	<b>Authority of Change</b>	<b>Initial Count</b>	<b>Additions</b>	<b>Subtractions</b>	<b>Total Net Change in Requirements</b>
8VAC20-23-10	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>0</b>	0	0	0
8VAC20-23-40	(M/A):	<b>2</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>9</b>	0	0	0
	(D/R):	<b>6</b>	0	0	0
8VAC20-23-50	(M/A):	<b>12</b>	0	0	0
	(D/A):	<b>10</b>	0	0	0
	(M/R):	<b>1</b>	0	0	0
	(D/R):	<b>31</b>	0	0	0
8VAC20-23-90	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>7</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>41</b>	0	0	0
8VAC20-23-100	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>2</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>6</b>	0	0	0
8VAC20-23-110	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>24</b>	0	0	0
8VAC20-23-120	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>2</b>	0	0	0

	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>4</b>	0	0	0
8VAC20-23-140	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>1</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>5</b>	0	0	0
8VAC20-23-150	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>10</b>	0	0	0
8VAC20-23-160	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>12</b>	0	0	0
8VAC20-23-170	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>6</b>	0	0	0
8VAC20-23-180	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>1</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>4</b>	0	0	0
8VAC20-23-200	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>12</b>	0	0	0
8VAC20-23-210	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>13</b>	0	0	0
8VAC20-23-220	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>2</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0



	(D/R):	<b>18</b>	0	0	0
8VAC20-23-230	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>13</b>	0	0	0
8VAC20-23-240	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>13</b>	0	0	0
8VAC20-23-250	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>2</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>5</b>	0	0	0
8VAC20-23-260	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>12</b>	0	0	0
8VAC20-23-270	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>1</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>3</b>	0	0	0
8VAC20-23-280	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>1</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>9</b>	0	0	0
8VAC20-23-290	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>3</b>	0	0	0
8VAC20-23-300	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>1</b>	0	0	0

8VAC20-23-310	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>2</b>	0	0	0
8VAC20-23-320	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>2</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>6</b>	0	0	0
8VAC20-23-330	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>5</b>	0	0	0
8VAC20-23-340	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>3</b>	0	0	0
8VAC20-23-350	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>1</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>9</b>	0	0	0
8VAC20-23-360	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>6</b>	0	0	0
8VAC20-23-370	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>8</b>	0	0	0
8VAC20-23-380	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>2</b>	0	0	0
	(M/A):	<b>3</b>	0	0	0

8VAC20-23-390	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>5</b>	0	0	0
8VAC20-23-400	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>0</b>	0	0	0
8VAC20-23-410	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>2</b>	0	0	0
8VAC20-23-420	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>5</b>	0	0	0
8VAC20-23-430	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>2</b>	0	0	0
8VAC20-23-440	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>1</b>	0	0	0
	(D/R):	<b>9</b>	0	0	0
8VAC20-23-450	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>4</b>	0	0	0
8VAC20-23-460	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>4</b>	0	0	0
8VAC20-23-470	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0

	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>3</b>	0	0	0
8VAC20-23-480	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>2</b>	0	0	0
8VAC20-23-490	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>3</b>	0	0	0
8VAC20-23-500	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>3</b>	0	0	0
8VAC20-23-510	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>9</b>	0	0	0
8VAC20-23-520	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>19</b>	0	0	0
8VAC20-23-530	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>2</b>	0	0	0
8VAC20-23-540	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>2</b>	0	0	0
8VAC20-23-550	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0

	(D/R):	<b>17</b>	0	0	0
8VAC20-23-560	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>2</b>	0	0	0
8VAC20-23-570	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>3</b>	0	0	0
8VAC20-23-580	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>3</b>	0	0	0
8VAC20-23-590	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>2</b>	0	0	0
8VAC20-23-600	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>3</b>	0	0	0
8VAC20-23-610	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>8</b>	0	0	0
8VAC20-23-620	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>19</b>	0	0	0
8VAC20-23-630	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>36</b>	0	0	0

8VAC20-23-640	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>11</b>	0	0	0
8VAC20-23-650	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>10</b>	0	0	0
8VAC20-23-660	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>7</b>	0	0	0
8VAC20-23-670	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>1</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>10</b>	0	0	0
8VAC20-23-680	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>10</b>	0	0	0
8VAC20-23-690	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>6</b>	0	0	0
8VAC20-23-700	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>10</b>	0	0	0
8VAC20-23-710	(M/A):	<b>0</b>	0	0	0
	(D/A):	<b>0</b>	0	0	0
	(M/R):	<b>0</b>	0	0	0
	(D/R):	<b>11</b>	0	0	0
8VAC20-	(M/A):	<b>0</b>	0	0	0

543-10	(D/A):	0	0	0	0
	(M/R):	0	0	0	0
	(D/R):	0	0	0	0
8VAC20-543-20	(M/A):	0	0	0	0
	(D/A):	0	0	0	0
	(M/R):	0	0	0	0
	(D/R):	24	0	0	0
8VAC20-543-60	(M/A):	0	0	0	0
	(D/A):	0	0	0	0
	(M/R):	0	0	0	0
	(D/R):	2	0	0	0
8VAC20-543-70	(M/A):	0	0	0	0
	(D/A):	0	0	0	0
	(M/R):	0	0	0	0
	(D/R):	13	0	0	0
8VAC20-543-80	(M/A):	0	0	0	0
	(D/A):	0	0	0	0
	(M/R):	0	0	0	0
	(D/R):	18	0	0	0
8VAC20-543-620	(M/A):	0	0	0	0
	(D/A):	0	0	0	0
	(M/R):	0	0	0	0
	(D/R):	24	0	0	0
8VAC20-543-630	(M/A):	0	0	0	0
	(D/A):	0	0	0	0
	(M/R):	0	0	0	0
	(D/R):	37	0	0	0
<b>Grand Total of Changes in Requirements:</b>					(M/A): 0
					(D/A): 0
					(M/R): 0
					(D/R): -98 (D/R total 652 -15%=554)

Key:

Please use the following coding if change is mandatory or discretionary and whether it affects externally regulated parties or only the agency itself:

**(M/A):** Mandatory requirements mandated by federal and/or state statute affecting the agency itself.

**(D/A):** Discretionary requirements affecting agency itself.

**(M/R):** Mandatory requirements mandated by federal and/or state statute affecting external parties, including other agencies.

**(D/R):** Discretionary requirements affecting external parties, including other agencies.

*Cost Reductions or Increases (if applicable)*

VAC Section(s) Involved*	Description of Regulatory Requirement	Initial Cost	New Cost	Overall Cost Savings/Increases

*Other Decreases or Increases in Regulatory Stringency (if applicable)*

VAC Section(s) Involved*	Description of Regulatory Change	Overview of How It Reduces or Increases Regulatory Burden
8VAC20-23-10	<p>Decreasing the regulatory stringency by amended the definitions found in the following section: 8VAC20-23-10. Definitions.</p> <p>...</p> <p>"Accredited institution" means an institution of higher education accredited by a <del>regional</del> an accrediting agency recognized by the United States Department of Education.</p> <p>"Career and Technical Education or Dual Enrollment License" means a three-year license to solely teach career and technical education courses or dual enrollment courses at public high schools in the Commonwealth issued to any individual who (i) is employed as an instructor by an <del>accredited institution of higher education that is accredited by a nationally recognized regional accreditation body,</del> (ii)</p>	<p>These changes decrease the regulatory stringency on potential licensees and accredited institutions by amending the following definitions:</p> <p>The regulatory stringency has been decreased as to the scope of what is an "<i>accredited institution.</i>" Accredited institutions will longer need to maintain "<i>regional accreditation</i>" but "<i>accreditation</i>" by an accrediting agency recognized by the United States Department of Education.</p> <p>The regulatory stringency has been decreased as the scope of a "<i>career and technical education or dual enrollment license</i>" now includes potential instructors who are employed as an instructor by any accredited institution.</p>



	<p>is teaching in the specific career and technical education or dual enrollment subject area at such institution in which the individual seeks to teach at a public school, and (iii) complies with the requirements set forth in subdivisions D 1 and D 3 of § 22.1-298.1 of the Code of Virginia. The Virginia Board of Education shall require any such instructor to maintain continuous employment in such position at the institution of higher education as a condition of continued license. The provisions of this regulation shall expire on July 1, 2021; however, any license issued pursuant to the act prior to July 1, 2021, shall remain in effect for three years from the date it was issued unless such license is revoked by the Virginia Board of Education.</p> <p>"Collegiate Professional License" means a 10-year, renewable teaching license available to an individual who has satisfied all requirements for licensure set forth in this chapter, including an earned baccalaureate degree from <u>an accredited college or university institution</u> and the professional teacher's assessments prescribed by the Virginia Board of Education.</p> <p>"Division Superintendent License" means a 10-year, renewable license available to an individual who has completed an earned master's</p>	<p>The regulatory stringency has been decreased as the scope of a "<i>collegiate professional license</i>" has been expanded to allow for a 10-year, renewable teaching license, to be made available to an individual who has satisfied all requirements for licensure set forth in this chapter, including an earned baccalaureate degree from any accredited institution and the professional teacher's assessments prescribed by the Virginia Board of Education.</p> <p>The regulatory stringency has been decreased as the scope of a "<i>Division Superintendent License</i>" has been expanded to include additional pathways for a 10-year renewable license. It will now be available to an individual who has completed an earned master's degree from any accredited institution and who meets the requirements specified in 8VAC20-23-630.</p> <p>The regulatory stringency has been decreased as the scope of an "<i>International Educator License</i>" has been expanded to include additional pathways for a professional teaching license issued for no more than five years to an exchange teacher with citizenship in a nation other than the United States and who meets requirements by a state-approved, federally designated Exchange Visitor Program and who is employed as a teacher in a Virginia public</p>
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	<p>degree from <u>an</u> accredited college or university <u>institution</u> and meets the requirements specified in 8VAC20-23-630. The individual's name shall be listed on the Virginia Board of Education's list of eligible division superintendents.</p> <p>"International Educator License" means a professional teaching license issued for no more than five years to an exchange teacher with citizenship in a nation other than the United States of America who meets requirements by a state-approved, <del>federally designated</del> <u>federally designated</u> Exchange Visitor Program and who is employed as a teacher in a Virginia public school or an accredited nonpublic school.</p> <p>"One-Year High School License" means a license valid for <del>one year</del> <u>one year</u> and renewable thereafter in one-year increments to teach in public high schools for individuals who have met requirements for such license as set forth in this chapter.</p> <p>"Postgraduate Professional License" means a 10-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from <u>an</u> accredited college or university <u>institution</u>.</p>	<p>school or an accredited nonpublic school.</p> <p>The regulatory stringency has been decreased as the scope of a "<i>One-Year High School License</i>" has been expanded to include an additional pathway for a license valid for one year and renewable thereafter in one-year increments to teach in public high schools for individuals who have met requirements for such license as set forth in this chapter.</p> <p>The regulatory stringency has been decreased as the scope of a "<i>Postgraduate Professional License</i>" has been expanded to include additional pathways for a 10-year renewable license, to be made available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from any accredited institution.</p> <p>The regulatory stringency has been decreased as the scope of a "<i>Pupil Personnel Services License</i>" has been expanded to include additional pathways for a 10-year renewable license. It will be available to any individual who has earned a suitable graduate degree from any accredited institution with an endorsement as a school counselor, school psychologist, school social worker, or vocational evaluator. This license will not require</p>
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	<p>"Pupil Personnel Services License" means a 10-year, renewable license available to an individual who has earned an appropriate graduate degree from <u>an accredited college or university institution</u> with an endorsement as a school counselor, school psychologist, school social worker, or vocational evaluator. This license does not require teaching experience unless otherwise outlined under the specific endorsement's requirements.</p> <p>"School Manager License" means a 10-year, renewable license intended to provide for a differentiation of administrative responsibilities in a school setting. A school manager is licensed to administer noninstructional responsibilities in an educational setting. A school manager is restricted from evaluating teachers, supervising instruction, developing and evaluating curriculum, and serving as a school's student disciplinarian. The license is available to a candidate who holds a baccalaureate degree from <u>an accredited college or university institution</u>; has three years of successful managerial experience; and is recommended for the license by a Virginia school division superintendent.</p>	<p>teaching experience unless otherwise outlined under the specific endorsement's requirements.</p> <p>The regulatory stringency has been decreased as the scope of a "<i>School Manager License</i>" has been expanded to include other pathways for a 10-year renewable license. The license will now be available to a candidate who holds a baccalaureate degree from any accredited institution; has three years of successful managerial experience; and is recommended for the license by a Virginia school division superintendent.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-40</p>	<p>Decreases the regulatory stringency by amending the conditions for licensure.</p>	<p>The regulatory stringency has been decreased because the following changes have expanded the conditions for</p>

		<p>licensure to those applicants by opening additional pathways for those who have earned a baccalaureate degree, to include those with a degree from any accredited institution and who meet requirements for the license sought. Persons seeking initial licensure have been expanded to include individuals who have earned a degree from an institution in another country and hold the equivalent of an accredited institution degree in the United States, as verified by a Virginia Department of Education-approved credential evaluation agency, for the required degree for the license.</p> <p>All candidates who hold at least a baccalaureate degree from an accredited institution and who seek an initial Virginia teaching license will need to obtain passing scores on professional teacher's assessments prescribed by the Virginia Board of Education.</p> <p>Individuals seeking initial licensure will now be able to prove proficiency in the relevant content area, communication, literacy, and other core skills for educators by achieving a qualifying score on professional assessments or meeting alternative evaluation standards as prescribed by the board.</p> <p>The certification or training program shall be based on the current national evidenced-</p>
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		<p>based evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-50</p>	<p>Decreases the regulatory stringency by amending this section by adjusting the types of licenses that are available to applicants.</p>	<p>For a provisional license, individuals will need only a minimum of an earned baccalaureate degree from any accredited institution, except for those individuals seeking the Technical Professional License.</p> <p>The Collegiate Professional License, is now a renewable license available to an individual who has satisfied all requirements for licensure, including an earned baccalaureate degree from any accredited institution and the professional teacher's assessments prescribed by the Virginia Board of Education.</p>

		<p>The Postgraduate Professional License is a 10-year renewable license, which is now available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from any accredited institution.</p> <p>The Technical Professional License, a 10-year, renewable license, is now available to a person who has graduated from a public or an accredited nonpublic high school or possesses a Virginia Board of Education-approved high school equivalency credential; has exhibited academic proficiency, has skills in literacy and communication, technical competency, and successful occupational experience; has completed nine semester hours of specialized professional studies credit from any accredited institution, and has completed one year of successful, full-time teaching experience in a public school or accredited nonpublic school in the area of endorsement.</p> <p>The School Manager License, a 10-year, renewable license, is now available to a candidate who holds a baccalaureate degree from any accredited institution, has three years of successful managerial experience, and is recommended for the license by a Virginia school division superintendent.</p>
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		<p>The Pupil Personnel Services License, a 10-year renewable license, is now available to an individual who has earned an appropriate graduate degree from any accredited institution with an endorsement for school counselor, school psychologist, school social worker, or vocational evaluator.</p> <p>The Division Superintendent License, a 10-year renewable license, is now available to an individual who has completed an earned master's degree from any accredited institution and meets the requirements specified in 8VAC20-23-630.</p> <p>The International Educator License gives a five-year cultural exchange opportunity to Virginia international teachers. This International Educator License, is issued to an individual serving as a cultural exchange teacher in Virginia and shall now meet the, <u>federally designated</u> Exchange Visitor Program (22 CFR Part 62).</p> <p>The Online Teacher (Postgraduate Professional) License, a 10-year renewable license, is now available to an individual who has qualified for the Online Teacher (Collegiate Professional) License and who holds an appropriate earned graduate degree from any accredited institution.</p>
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		<p>individual who is issued a three-year license pursuant to this section is now allowed to complete nine semester hours of specialized professional studies credit from any accredited institution.</p> <p>The One-Year High School License is for individuals seeking licensure through an alternate route, the license is a renewable, one-year license issued to teach in public high schools for individuals who received a graduate degree from any accredited institution; and who have completed at least 30 credit hours of teaching experience as an instructor at an accredited institution.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-90	Decreases the regulatory stringency by amending the alternate routes to licensure.	The regulatory stringency has been decreased as the following changes have opened other pathways for individuals seeking a Provisional (Career Switcher) License, and those individuals employed by a Virginia educational agency

		<p>who seek teaching endorsements preK through grade 12, an alternate route in special education. These expanded pathways now include earning a baccalaureate degree from any accredited institution.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-100	Decreasing the regulatory stringency by amending the conditions for licensure for out-of-state candidates by reciprocity.	<p>The regulatory stringency has been decreased as the scope of the following changes have opened the conditions for licensure to those applicants by opening additional pathways for individuals coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher preparation program through any accredited four-year institution.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited.</p>

		<p>Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-110</p>	<p>Decreasing the regulatory stringency by amending the requirements for renewing a license.</p>	<p>The regulatory stringency has been decreased as the scope of the following changes have expanded the type of acceptable coursework content that provides added information and is offered on campus, off campus, or through extension by any accredited two-year or four-year institution. Persons who are not employed by an educational agency may renew a license by submitting to the Office of Professional Licensure, Virginia Department of Education, a renewal application, the required fee, the individualized renewal record, and verification of the completion of all renewal requirements, including official student transcripts of coursework taken at any accredited two-year or four-year institution.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for</p>

		<p>licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-120	<p>Decreasing the regulatory stringency by amending the early/primary education, elementary education, and middle education endorsements.</p>	<p>The regulatory stringency has been decreased as the scope of the following changes have opened the type of components of the licensure program to include a degree from any accredited institution in the liberal arts or sciences, or equivalent; professional teacher's assessments requirement prescribed by the Virginia Board of Education; specific endorsement requirements; and professional studies requirements.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-140	<p>Decreasing the regulatory stringency by amending the requirements for an early childhood for three-year-olds and four-year-olds (add-on endorsement).</p>	<p>The regulatory stringency has been decreased as the scope of the following changes of the endorsement requirements now allow for a candidate to have an earned baccalaureate degree from any accredited institution and hold a license issued by the Virginia Board of Education</p>

		<p>with an endorsement in elementary education, such as preK-3 or preK-6, or special education early childhood.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-150</p>	<p>Decreasing the regulatory stringency by amending endorsement requirements for early/primary education preK-3.</p>	<p>The regulatory stringency has been decreased as the scope of the following changes of the endorsement requirements now allow for a candidate for the early/primary education preK-3 endorsement to have earned a baccalaureate degree from any accredited institution in the liberal arts or sciences, or equivalent, and completed coursework that covers the early/primary education preK-3 competencies and meets certain semester-hour requirements.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a</p>

		15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.
8VAC20-23-160	Decreasing the regulatory stringency by amending the endorsement requirements for elementary education preK-6.	<p>The regulatory stringency has been decreased as the scope of the following changes to the endorsement requirements now allow a candidate for the elementary education PreK-6 endorsement to have earned a baccalaureate degree from any accredited institution in the liberal arts or sciences, or equivalent.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-170	Decreasing the regulatory stringency by amending the endorsement requirements for middle education 6-8.	<p>The regulatory stringency has been decreased as the scope of the following changes have expanded the endorsement requirements to allow a candidate for the middle education 6-8 endorsement to have earned a baccalaureate degree from any accredited institution in the liberal arts or sciences, or equivalent.</p> <p>Currently, there are approximately 4,000 colleges</p>

		<p>in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-180</p>	<p>Decreasing the regulatory stringency by amending the PreK-12, special education, secondary grades 6-12, and adult education endorsements.</p>	<p>The regulatory stringency has been decreased as the scope of the following changes of the endorsement requirements now will allow for more qualified candidates for the middle education 6-8 endorsement. Components of the licensure program now include a degree from any accredited institution in the liberal arts or sciences, or equivalent; professional teacher's assessment requirements prescribed by the Virginia Board of Education; specific endorsement requirements; and professional studies requirements.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of</p>

		additional compliance pathways.
8VAC20-23-200	Decreasing the regulatory stringency by amending the endorsement requirements for adult education.	<p>The regulatory stringency has been decreased due to the changes in the scope of the following endorsement requirements. Each candidate will now be able to use a baccalaureate degree from any accredited institution or hold a Collegiate Professional License which needs a baccalaureate degree from any accredited institution for the purposes of the endorsement.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-210	Decreasing the regulatory stringency by amending the endorsement requirements for adult English as a second language (add-on endorsement).	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in adult English as a second language; or a baccalaureate degree from any accredited institution and hold a license issued by the Virginia Board of</p>



		<p>Education with an endorsement in a teaching area.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-220</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for career and technical education – agricultural education.</p>	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in agricultural education; or a baccalaureate degree from any accredited institution and completed 39 semester hours of coursework in agriculture, including at least 3 semester hours in each of the areas in subdivisions 2 a through 2 f of this subsection, as well as a minimum of 9 semester hours in one concentration area listed in subdivisions 2 a through 2 f.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited.</p>

		<p>Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-230	<p>Decreasing the regulatory stringency by amending the endorsement requirements for career and technical education – business and information technology.</p>	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in business and information technology; or a baccalaureate degree from an accredited institution and completed a major in business education or 39 semester hours of coursework in business and information technology.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-240	<p>Decreasing the regulatory stringency by amending the</p>	<p>The regulatory stringency has decreased as the scope of the</p>

	<p>endorsement requirements for career and technical education – family and consumer sciences.</p>	<p>following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in family and consumer sciences; or a baccalaureate degree from an accredited institution and completed a major in family and consumer sciences education or 39 semester hours of coursework in family and consumer sciences.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-250</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for career and technical education – health and medical sciences.</p>	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved program of study in a health care program of study and hold a current license or certification as a professional practitioner in the area in which one is to be</p>

		<p>teaching; or a baccalaureate degree from any accredited institution and hold a current license or certification as a professional practitioner in the area in which one is to be teaching and completed two years of successful, full-time or the equivalent of occupational experience within the past five years in an area related to the teaching specialty sought.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-260</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for career and technical education – marketing education.</p>	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in marketing education; or a baccalaureate degree from any accredited institution and completed a major in marketing education or a minimum of 39 semester hours of coursework in marketing.</p>

<p>8VAC20-23-270</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for career and technical education – technology education.</p>	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in technology education; or a baccalaureate degree from any accredited institution and completed a major in technology education or 33 semester hours in technology education.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-280</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for career and technical education – trade and industrial education.</p>	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have graduated from any approved teacher preparation program with a minimum of a baccalaureate degree from any accredited institution in trade and industrial education.</p>

		<p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-290</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for career and technical education – transition and special needs (add-on endorsement).</p>	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in transition and special needs education; or a baccalaureate degree from any accredited institution and completed a major in career and technical education or special education preK-12 with an endorsement in one area of career and technical education or special education preK-12, including 12 semester hours.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for</p>

		<p>licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-300	<p>Decreasing the regulatory stringency by amending the endorsement requirements for computer science.</p>	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in computer science; or a baccalaureate degree from any accredited institution and completed 36 semester hours of coursework.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-310	<p>Decreasing the regulatory stringency by amending the endorsement requirements for dance arts preK-12.</p>	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from an accredited institution and graduated from an approved</p>

		<p>teacher preparation program in dance arts; or a baccalaureate degree from an accredited institution and completed a major in dance arts or 24 semester hours with coursework.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-320</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for driver education (add-on endorsement).</p>	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area; and completed an approved teacher preparation program in driver education; or a baccalaureate degree from any accredited institution and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area; and completed six semester hours of coursework.</p>



		<p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-330</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for engineering.</p>	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in engineering; or a baccalaureate degree from any accredited institution and completed a major in engineering or an engineering subspecialty in an Accreditation Board for Engineering and Technology (ABET)-accredited program; or a baccalaureate degree from an accredited institution and completed an engineering technology, science, or technology education major with at least 12 semester hours of coursework in engineering courses, including: Introduction to engineering design; Statics or dynamics; Circuits or fluid mechanics; and Thermodynamics; or a baccalaureate degree from any</p>

		<p>accredited institution and completed a science, mathematics, or technology education major with at least five years of successful full-time experience working in an engineering environment; or a baccalaureate degree from any accredited institution and hold a professional engineer's (P.E.) license.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-340</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for English.</p>	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in English; or a baccalaureate degree from any accredited institution and completed a major in English or a minimum of 36 semester hours of coursework.</p> <p>Currently, there are approximately 4,000 colleges</p>

		<p>in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-350</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for English as a second language preK-12.</p>	<p>The regulatory stringency has decreased as the scope of the following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in English as a second language; or a baccalaureate degree from any accredited institution and completed 24 semester hours of coursework.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-360</p>	<p>Decreasing the regulatory stringency by amending the</p>	<p>The regulatory stringency has decreased as the scope of the</p>

	<p>endorsement requirements for foreign language preK-12.</p>	<p>following changes have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in a foreign language; or a baccalaureate degree from any accredited institution and completed a major in the foreign language or 30 semester hours of coursework above the intermediate level in the foreign language distributed in the following areas: a. Advanced grammar and composition; b. Conversation, culture and civilization, and literature; and c. In addition to the thirty semester hours, completed a minimum of three semester hours of methods of teaching foreign languages at the elementary and secondary levels. Endorsement in a second foreign language may be obtained by successfully completing twenty-four semester hours of coursework above the intermediate level. Candidates who have learned a foreign language without formal academic credit from any accredited institution shall complete the following requirements: a. Achieve a qualifying score on a foreign language assessment in the appropriate language as prescribed by the Virginia Board of Education; and b. Earn a minimum of three semester hours of methods of</p>
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		<p>teaching foreign languages at the elementary and secondary levels from any accredited institution in the United States or obtain teacher certification in another country with at least three semester hours of methods of teaching foreign languages at the elementary and secondary levels at a foreign institution. An endorsement requirement for foreign language preK-12 - Latin. The candidate shall have earned a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in Latin; or earned a baccalaureate degree from any accredited institution and completed twenty-four semester hours of Latin above the intermediate level. A maximum of six semester hours of Roman history, Roman life, Roman mythology, or Roman archaeology may be included in the total hours. A minimum of three semester hours of methods of teaching Latin at the elementary and secondary levels are required. The candidate for the endorsement requirements for foreign language preK-12 - American Sign Language shall have (i) graduated from an approved teacher preparation program in a foreign language - American Sign Language or earned a baccalaureate degree from any accredited institution and completed a major in American Sign Language or 24 semester hours above the</p>
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		<p>intermediate level in American Sign Language. The program shall include (i) courses in advanced grammar and syntax, conversation, and culture and (ii) a minimum of three semester hours of methods of teaching foreign languages at the elementary and secondary levels. Native users or candidates who have learned American Sign Language without formal academic credit in an accredited institution, shall complete the following requirements: Competency in American Sign Language demonstrated by written documentation of one of the following: (1) Hold a current, valid certification issued by the American Sign Language Teachers' Association; (2) Hold a current, valid certification issued by the Registry of Interpreters for the Deaf; or (3) Complete requirements by achieving a qualifying score on an assessment demonstrating proficiency in American Sign Language prescribed by the Virginia Board of Education. A minimum of three semester hours of methods of teaching foreign languages at the elementary and secondary levels from any accredited institution in the United States; and a minimum of six semester hours in coursework, including grammar and syntax of American Sign Language.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85%</p>
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		are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.
8VAC20-23-370	Decreasing the regulatory stringency by amending the endorsement requirements for gifted education (add-on endorsement).	The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area; or a baccalaureate degree from any accredited institution and completed an approved teacher preparation program in gifted education; or a baccalaureate degree from an accredited institution and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area.
8VAC20-23-380	Decreasing the regulatory stringency by amending the endorsement requirements for Health and physical education PreK-12.	The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from an accredited institution and graduated from an approved teacher preparation program in health and physical education; or a baccalaureate degree from

		<p>an accredited institution and completed a major in health and physical education or 45 semester hours of coursework.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-390</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for history and social sciences.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in history and social sciences; or a baccalaureate degree from any accredited institution and completed 51 semester hours of coursework. For an add-on endorsement in history, political science, geography, and economics, the candidate shall have earned a baccalaureate degree from any accredited institution and hold a teaching license with an endorsement in history, political science, geography, or economics.</p>



		<p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-400</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for journalism (add-on endorsement).</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned a baccalaureate degree from any accredited institution and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-410</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for</p>	<p>The regulatory stringency has decreased as the scope following these amendments</p>

	<p>keyboarding (add-on endorsement).</p>	<p>have changed the endorsement requirements to allow a candidate to have earned a baccalaureate degree from any accredited institution and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-420</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for library media preK-12.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved preparation program in school library media; or earned a baccalaureate degree from any accredited institution and completed 24 semester hours.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this</p>

		<p>section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-430	<p>Decreasing the regulatory stringency by amending the endorsement requirements for mathematics.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from <u>any accredited institution</u> and graduated from an approved teacher preparation program in mathematics; or earned a baccalaureate degree from <u>any accredited institution</u> and completed a major in mathematics or 36 semester hours of coursework</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-440	<p>Decreasing the regulatory stringency by amending the endorsement requirements for mathematics – algebra I (add-on endorsement).</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a</p>

		<p>candidate to have earned a baccalaureate degree from <u>any</u> accredited <u>institution</u> and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-450</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for music education – instrumental preK-12.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from <u>any</u> accredited <u>institution</u> and graduated from an approved teacher preparation program in music education - instrumental; or earned a baccalaureate degree from <u>any</u> accredited <u>institution</u> and completed 42 semester hours of coursework.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an</p>

		additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.
8VAC20-23-460	Decreasing the regulatory stringency by amending the endorsement requirements for music education – vocal/choral preK-12.	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from <u>any</u> accredited <u>institution</u> and graduated from an approved teacher preparation program in music education - vocal/choral; or earned a baccalaureate degree from <u>any</u> accredited <u>institution</u> and completed 42 semester hours of coursework.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-470	Decreasing the regulatory stringency by amending the endorsement requirements for science – biology.	The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from

		<p>any accredited institution and graduated from an approved teacher preparation program in biology; or earned a baccalaureate degree from any accredited institution and completed a major in biology or 32 semester hours in biology and at least one course in each of the following areas: genetics, biochemistry/molecular biology, cell biology, botany, zoology, anatomy/physiology, ecology, and evolutionary biology and other preparation consistent with the competencies for the endorsement.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-480	Decreasing the regulatory stringency by amending the endorsement requirements for science – chemistry.	The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from <u>any</u> accredited <u>institution</u> and graduated from an approved teacher preparation program in chemistry; or earned a

		<p>baccalaureate degree from <u>any</u> accredited <u>institution</u> and completed a major in chemistry or 32 semester hours in chemistry, including at least one course in each of the following areas: inorganic chemistry, organic chemistry, physical chemistry, biochemistry, and analytical chemistry and other preparation consistent with the competencies required for the endorsement.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-490	Decreasing the regulatory stringency by amending the endorsement requirements for science – earth science.	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from <u>any</u> accredited <u>institution</u> and graduated from an approved teacher preparation program in Earth science; or earned a baccalaureate degree from <u>any</u> accredited <u>institution</u> and completed a major in Earth science, geology, or environmental science with a</p>

		<p>minimum of 32 semester hours in Earth sciences, including at least one course in each of the following areas: structural geology, petrology, paleontology, oceanography, meteorology, and astronomy/space science.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-500</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for science – physics.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from <u>any</u> accredited <u>institution</u> and graduated from an approved teacher preparation program in physics; or earned a baccalaureate degree from <u>an</u> accredited <u>institution</u> and completed a major in physics or 32 semester hours in physics, including the following coursework: mechanics, electricity and magnetism, optics, and modern physics and other preparation consistent with the</p>



		<p>competencies required for the endorsement.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-510</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for special education – adapted curriculum K-12.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from <u>any</u> accredited <u>institution</u> and graduated from an approved program in special education - adapted curriculum; or earned a baccalaureate degree from <u>any</u> accredited <u>institution</u> and completed 27 semester hours in the education of students with disabilities.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter</p>

		23 in regulatory burden through the opening of additional compliance pathways.
8VAC20-23-520	Decreasing the regulatory stringency by amending the endorsement requirements for special education blindness and visual impairments PreK-12.	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in special education visual impairments preK-12; or earned a baccalaureate degree from any accredited institution and completed a major in special education blindness and visual impairments or 30 semester hours in education of students with visual impairments.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-530	Decreasing the regulatory stringency by amending the endorsement requirements for special education deaf and hard of hearing PreK-12.	The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either

		<p>a baccalaureate degree from <u>any</u> accredited <u>institution</u> and graduated from an approved teacher preparation program in special education deaf and hard of hearing; or earned a baccalaureate degree from <u>any</u> accredited <u>institution</u> and completed a major in special education deaf and hard of hearing or 27 semester hours in education of students who are deaf and hard of hearing.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-540	Decreasing the regulatory stringency by amending the endorsement requirements for special education early childhood (birth-age five years).	The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in early childhood special education; or earned a baccalaureate degree from an accredited institution and completed a major in early childhood special education or 27 semester graduate hours in

		<p>early childhood special education.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-550</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for special education – general curriculum K-12.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from <u>any</u> accredited <u>institution</u> and graduated from an approved program in special education - general curriculum; or earned a baccalaureate degree from <u>any</u> accredited <u>institution</u> and completed 27 semester hours in the education of students with disabilities.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter</p>

		23 in regulatory burden through the opening of additional compliance pathways.
8VAC20-23-560	Decreasing the regulatory stringency by amending the endorsement requirements for special education – general curriculum K-6 (add-on endorsement).	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned a baccalaureate degree from <u>any</u> accredited <u>institution</u> and hold a license issued by the Virginia Board of Education with an endorsement in elementary education, such as early/primary education preK-3 or elementary education preK-6.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-570	Decreasing the regulatory stringency by amending the endorsement requirements for special education – general curriculum middle grades 6-8 (add-on endorsement).	The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned a baccalaureate degree from <u>any</u> accredited <u>institution</u> and hold a license issued by the Virginia Board of Education with an endorsement in middle

		<p>education, such as middle education 6-8 English, middle education 6-8 history and social sciences, middle education 6-8 mathematics, or middle education-sciences.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-580	Decreasing the regulatory stringency by amending the endorsement requirements for special education – general curriculum secondary grades 6-12 (add-on endorsement).	The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned a baccalaureate degree from <u>any</u> accredited <u>institution</u> and hold a license issued by the Virginia Board of Education with an endorsement in English, history and social sciences, mathematics, biology, chemistry, Earth science, or physics.
8VAC20-23-590	Decreasing the regulatory stringency by amending the endorsement requirements for speech communication (add-on endorsement).	The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned a baccalaureate degree from <u>any</u> accredited <u>institution</u> and a license issued by the Virginia

		<p>Board of Education with a teaching endorsement in a teaching area.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-600</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for theatre arts preK-12.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a baccalaureate degree from <u>any accredited institution</u> and graduated from an approved teacher preparation program in theatre arts; or earned a baccalaureate degree from <u>any accredited institution</u> and completed a major in theatre arts or 33 semester hours; or a baccalaureate degree from <u>any accredited institution</u> and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited.</p>

		Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.
8VAC20-23-610	Decreasing the regulatory stringency by amending the endorsement requirements for visual arts preK-12.	The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned a baccalaureate degree from any accredited institution and graduated from an approved teacher preparation program in visual arts; or earned a baccalaureate degree from any accredited institution and completed a major in visual arts or 36 semester hours in art.
8VAC20-23-620	Decreasing the regulatory stringency by amending the endorsement requirements for administration and supervision preK-12.	The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate, under Level I, Option I: to have earned a master's degree from <u>any</u> accredited <u>institution</u> ; and Completed an approved program in administration and supervision from <u>any</u> accredited <u>institution</u> ; or under Level I, Option II: Earned a master's degree from <u>any</u> accredited <u>institution</u> ; Completed graduate coursework in school law, evaluation of instruction, and other areas of study as required by an employing Virginia



		<p>school superintendent. The graduate coursework shall be taken from <u>any</u> accredited <u>institution</u> that has a state-approved administration and supervision program; or under Level I, Option III, Earned a master's degree from <u>any</u> accredited <u>institution</u>;</p> <p>2. Completed graduate coursework in school law, evaluation of instructional personnel, special education, school finance, educational leadership, and other areas of study as required by an employing Virginia school superintendent, and the graduate coursework shall be taken from <u>any</u> accredited <u>institution</u> that has a state-approved administration and supervision program. Or under Level I, Option IV, earned a master's degree from <u>any</u> accredited <u>institution</u>; or have a current, valid out-of-state license, (with full credential), with an endorsement in administration and supervision or completed an approved program in administration and supervision from <u>any</u> accredited <u>institution</u> leading to an endorsement as a building-level administrator.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for</p>
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		<p>licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-630</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for division superintendent license.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have, under Option I, Earned a doctorate degree in educational administration or educational leadership from <u>any</u> accredited <u>institution</u>; Or under Option II, Earned a master's degree from <u>any</u> accredited <u>institution</u> and successfully completed 30 graduate semester hours beyond the conferral date of the master's degree; or under Option III, Earned a master's degree from <u>any</u> accredited <u>institution</u>; or under Option IV, Earned a master's degree or its equivalent from <u>any</u> accredited <u>institution</u>.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>

<p>8VAC20-23-640</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for mathematics specialist for elementary education.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned Graduated from a graduate-level approved mathematics specialist elementary education preparation program - master's degree from <u>any</u> accredited <u>institution</u> required; or completed a graduate-level program in mathematics, mathematics education, or related education field - master's degree from <u>any</u> accredited <u>institution</u> required - with at least 21 semester hours undergraduate or graduate mathematics coursework.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-650</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for mathematics specialist for elementary and middle education.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned Graduated from a graduate-level approved mathematics specialist elementary and</p>

		<p>middle education preparation program - master's degree from <u>any</u> accredited <u>institution</u> required; or completed a graduate-level program in mathematics, mathematics education, or related education field - master's degree from <u>any</u> accredited <u>institution</u> required - with at least 21 semester hours of undergraduate or graduate mathematics coursework.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-660	Decreasing the regulatory stringency by amending the endorsement requirements for reading specialist.	The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have Graduated from a state-approved graduate-level reading specialist preparation program - master's degree from <u>any</u> accredited <u>institution</u> required - that includes course experiences of at least 30 semester hours of graduate coursework in the competencies for the endorsement, as well as a practicum experience in the

		<p>diagnosis and remediation of reading difficulties.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-23-670</p>	<p>Decreasing the regulatory stringency by amending the endorsement requirements for school counselor preK-12.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have under option I, earned a master's degree from <u>any</u> accredited <u>institution</u> in a state-approved school counselor preparation program that shall include at least 100 clock hours of internship and practicum experiences in the preK-6 setting and 100 clock hours of internship and practicum experiences in the grades 7-12 setting, or under Option II, Earned a master's degree from any accredited institution and completed an approved school counselor preparation program that shall include at least 100 clock hours of internship and practicum experiences in the grades preK-6 setting and 100 clock hours of internship and practicum</p>

		<p>experiences in the grades 7-12 setting.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-680	<p>Decreasing the regulatory stringency by amending the requirements for a school manager license.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the license requirements for those who have earned a baccalaureate degree from <u>any</u> accredited <u>institution</u>.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-690	<p>Decreasing the regulatory stringency by amending the endorsement requirements for school psychology.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement</p>

		<p>requirements to allow a candidate to have earned a baccalaureate degree from <u>any</u> accredited <u>institution</u> and complete 60 graduate-level hours, 54 of which are academic coursework, exclusive of field-based experiences, that culminate in at least a master's degree.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-23-700	Decreasing the regulatory stringency by amending the endorsement requirements for school social worker.	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate to have earned either a master's of social work degree from <u>any</u> accredited <u>institution</u> with a minimum of 60 graduate-level semester hours; or earned an advanced standing masters of social work degree from <u>any</u> accredited <u>institution</u> with a minimum of 30 graduate-level semester hours.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85%</p>

		are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.
8VAC20-23-710	Decreasing the regulatory stringency by amending the endorsement requirements for vocational evaluator.	<p>The regulatory stringency has decreased as the scope following these amendments have changed the endorsement requirements to allow a candidate, under Option II, the candidate shall have earned a master's degree in vocational evaluation, career and technical education, special education, or rehabilitation counseling from <u>any accredited institution</u> and completed 15 graduate semester hours.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, graduates of an additional 600 institutions will now qualify as a base for licensure. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-543-10	Decreasing the regulatory stringency by amending some of the definition's found in this	Currently, there are approximately 4,000 colleges in the country. Of those, 85% were considered regionally



	<p>section. Including the following:</p> <p>"Accredited institution" means an institution of higher education accredited by a regional <u>an</u> accrediting agency recognized by the United States Department of Education.</p> <p><u>"Accrediting agency" means an accrediting association recognized by the United States Department of Education.</u></p> <p>"Biennial accountability measurement report" means the compliance report submitted to the Virginia Department of Education every two years by an accredited professional education program.</p> <p>"Field experiences" means program components that are (i) conducted in off-campus settings or on-campus settings dedicated to the instruction of children who would or could otherwise be served by school divisions in Virginia or accredited nonpublic schools and (ii) accredited for this purpose by external entities such as regional accrediting agencies. Field experiences include classroom observations, tutoring, assisting teachers and school administrators, and supervised clinical experiences (i.e., practica, student teaching, and internships). Field experiences are required for all programs.</p> <p><del>"Regional accrediting agency" means one of the six accrediting associations recognized by the United States Department of Education as follows: New England</del></p>	<p>accredited, and 15% were considered nationally accredited. Due to the amendments of chapter 543, an additional 600 institutions will now be eligible to offer qualified degree programs. This results in a 15% reduction across Chapter 543 in regulatory burden through the opening of additional compliance pathways for all accredited institutions.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, an additional 600 institutions will now qualify to offer approved programs. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
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<p>8VAC20-543-20</p>	<p>Decreasing the regulatory stringency by amending the requirements for accreditation and administering this chapter.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the requirements to allow for institutions of higher education seeking approval of an education endorsement program to be accredited by any accrediting agency.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, an additional 600 institutions will now qualify to offer approved programs. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-543-60</p>	<p>Decreasing the regulatory stringency by amending the requirements for the biennial accountability measurement report.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the biennial accountability measurement report. It can now include all accredited programs, every two years, in accordance with Virginia Department of</p>

		<p>Education procedures, those specific criteria in 8VAC20-543-40 to meet the standards required to obtain or maintain education endorsement program approval status.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, an additional 600 institutions will now qualify to offer approved programs. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-543-70</p>	<p>Decreasing the regulatory stringency by amending the requirements for the annual professional education program profile.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the requirements for the annual professional education program profile. All accredited programs can now submit to the Virginia Department of Education a yearly program profile on the preparation of professional school personnel.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, an additional 600 institutions will now qualify to offer approved programs. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of</p>

		additional compliance pathways.
8VAC20-543-80	Decreasing the regulatory stringency by amending the competencies and requirements for professional education programs.	<p>The regulatory stringency has decreased as the scope following these amendments have changed the competencies and requirements for professional education programs. The Licensure Regulations for School Personnel set forth the required degrees now will allow for all accredited institutions for licenses, endorsements, and prerequisite licenses or endorsements for add-on endorsements.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, an additional 600 institutions will now qualify to offer approved programs. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
8VAC20-543-620	Decreasing the regulatory stringency by amending the requirements concerning a school psychology program.	The regulatory stringency has decreased as the scope following these amendments have changed the requirements for a school psychology program and now allows those candidates who have earned a baccalaureate degree from any accredited institution and who have completed 60 graduate hours, 54 of which are academic coursework, exclusive of field-based

		<p>experiences, that culminate in at least a master's degree.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, an additional 600 institutions will now qualify to offer approved programs. This will result in a 15% reduction across Chapter 23 in regulatory burden through the opening of additional compliance pathways.</p>
<p>8VAC20-543-630</p>	<p>Decreasing the regulatory stringency by amending the requirements concerning a school social worker program.</p>	<p>The regulatory stringency has decreased as the scope following these amendments have changed the requirements for a school social worker program and now allows those candidate who have earned a master's of social work degree from <u>any</u> accredited <u>institution</u> school of social work with a minimum of 60 graduate semester hours or earned an advanced standing masters of social work degree from <u>any</u> accredited <u>institution</u> with a minimum of 30 graduate-level semester hours.</p> <p>Currently, there are approximately 4,000 colleges in the country. Of those, 85% are regionally accredited, and 15% are nationally accredited. Due to the amendments in this section, an additional 600 institutions will now qualify to offer approved programs. This will result in a 15% reduction across Chapter 23 in regulatory</p>

		burden through the opening of additional compliance pathways.
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*Length of Guidance Documents (only applicable if guidance document is being revised)*

<b>Title of Guidance Document</b>	<b>Original Word Count</b>	<b>New Word Count</b>	<b>Net Change in Word Count</b>

\*If the agency is modifying a guidance document that has regulatory requirements, it should report any change in requirements in the appropriate chart(s).