



# VIRGINIA BOARD OF EDUCATION

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# AGENDA ITEM

**Agenda Item:** Q

**Date:** June 15, 2022

**Title:** **First Review of the 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 (*Fast-Track*)**

**Presenter:** **Dr. Joan Johnson, Assistant Superintendent for Teacher Education and Licensure**

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**Purpose of Presentation:**

Action required by state or federal law or regulation.

**Executive Summary**

The *Licensure Regulations for School Personnel* ([8VAC20-23](#)) set standards for the licensure of teachers, principals, superintendents, and other professional personnel in Virginia. The *Regulations Governing the Review and Approval of Education Programs in Virginia* ([8VAC20-543](#)) set the requirements for institutions of higher education to offer state-approved teacher preparation programs that lead to licensure. These regulations are prescribed by the Virginia Board of Education in alignment with regulations and guidelines issued by the United States Department of Education (USED).

The USED has amended regulations ([34 CFR 600](#)) related to post-secondary 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](#) provide further insight into the reasons behind the initiative, the 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 (Attachment A). The Board's *Licensure Regulations for School Personnel* and *Regulations Governing the Review and*

*Approval of Education Programs in Virginia* require accreditation for institutions of higher education by a regional accrediting agency and include the following definitions:

"Accredited institution" means an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education.

"Regional accrediting agency" means one of the six accrediting associations recognized by the United States Department of Education as follows: New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges. [Note: This definition appears only in *Regulations Governing the Review and Approval of Education Programs in Virginia*].

While the amendments to the federal regulations do not explicitly require states to amend their laws/policies/regulations, the Board is no longer permitted to distinguish between regional and national accreditation in its requirements for teacher licensure or approval of education programs at Virginia institutions of higher education based on changes to [34 CFR 600](#).

The proposed amendments to the *Licensure Regulations for School Personnel* and *Regulations Governing the Review and Approval of Education Programs in Virginia* reflect the changes that were made to the federal regulations. These proposed amendments will follow the fast-track rulemaking requirements of the Administrative Process Act (APA). [Section 2.2-4012.1](#) of the *Code of Virginia* provides that the fast-track rulemaking process may be followed for rules that are expected to be noncontroversial.

**Action Requested:**

Other: Specify below.

The Board is requested to waive first review and approve the fast-track action.

**Superintendent's Recommendation**

The Superintendent of Public Instruction recommends that the Board approve amendments to the *Licensure Regulations for School Personnel* and *Regulations Governing the Review and Approval of Education Programs in Virginia* to comport with federal regulations.

**Rationale for Action:**

Board action is required to amend the *Licensure Regulations for School Personnel* and *Regulations Governing the Review and Approval of Education Programs in Virginia* to comport with changes to federal regulations.

**Previous Review or Action:**

No previous review or action.

**Background Information and Statutory Authority:**

The Board has the statutory authority to prescribe requirements for the approval of education preparation programs and requirements for licensure.

[§ 22.1-298.2.](#) Regulations governing education preparation programs.

B. Education preparation programs shall meet the requirements for accreditation and program approval as prescribed by the Board of Education in its regulations.

[§ 22.1-298.1.](#)

B. The Board of Education shall prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license.

The changes to the definitions of “accredited institutions” within the federal regulations require both the *Licensure Regulations for School Personnel* and the *Regulations Governing the Review and Approval of Education Programs in Virginia* to be amended to reflect changes to the definitions of “accredited institution” and “regional accrediting agency” throughout both chapters of Virginia’s regulations. Attachment B reflects the affected sections of regulations. Words that are being proposed for removal are stricken and in red font, and words that are proposed additions are highlighted yellow and underlined.

**Timetable for Further Review/Action:**

Upon Board of Education approval, the regulatory package will be submitted for fast track in the Virginia Register pursuant to the Administrative Process Act before becoming effective.

**Impact on Fiscal and Human Resources:**

The administrative requirements in revising the regulations will be absorbed within existing resources at the Department of Education.



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE UNDER SECRETARY

February 26, 2020

**Re: FINAL ACCREDITATION AND STATE AUTHORIZATION REGULATIONS**

Dear State Leaders:

This letter is to inform you that the U.S. Department of Education (Department) has published final regulations relating to the accreditation of institutions of higher education, as well as State authorization requirements for distance education, which may have an impact on your State.

The final regulations published this year were developed by a diverse negotiated rulemaking panel, which reached consensus in April 2019.<sup>1</sup> The Department published a Notice of Proposed Rule Making based on the consensus language, and received approximately 200 comments from the public regarding the proposed regulations. The Department responded to those comments, as appropriate, in the final regulation. With the exception of a few provisions relating to the recognition of accrediting agencies, which will take effect on January 1, 2021 and July 1, 2021, the accreditation and State authorization regulations will take effect on July 1, 2020.<sup>2</sup>

Below we highlight several key provisions of the final regulation that could have an impact on States. We are providing this notification to help you plan appropriately.

**Regional versus National Accreditation**

The Department is aware that some States have enacted laws and policies that treat institutions and the students who attend them differently based solely on whether the institution is accredited by a “national” accrediting agency or a “regional” accrediting agency. For example, some States limit opportunities to sit for occupational licensing exams to students who have completed a program at a regionally accredited institution. In other instances, transfer of credit determinations at public institutions, and other benefits provided by States, are limited to students who attended regionally accredited institutions.

Because the Department holds all accrediting agencies to the same standards, distinctions between regional and national accrediting agencies are unfounded. Moreover, we have determined that most regional accreditors operate well outside of their historic geographic borders, primarily through the accreditation of branch campuses and additional locations. As a result, our new regulations have removed geography from an accrediting agency’s scope.<sup>3</sup> Instead of distinguishing between regional and national accrediting agencies, the Department will distinguish only between institutional and programmatic accrediting agencies. The Department will no longer use the terms “regional” or “national” to refer to an accrediting agency.

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<sup>1</sup> 84 FR 58834

<sup>2</sup> The new regulations delay implementation of changes to the Department staff’s review of accrediting agency applications for initial or renewal of recognition under 34 C.F.R. § 602.32(d) until January 1, 2021. See 84 FR 58927. The new regulations also delay implementation of changes to the Department staff’s process for responding to accrediting agency applications and allowing agency responses within 180 days under 34 C.F.R. § 602.32(h) until July 1, 2021. See 84 FR 58928.

<sup>3</sup> See 84 FR 58917-58918 (amending 34 C.F.R. §§ 602.3, 602.11).

Because the Department will no longer distinguish between “regional” and “national” accrediting agencies, we wanted to provide States with advanced notice of this change so that State leaders will have sufficient opportunity to adjust State laws, regulations, or policies accordingly.

### **State Authorization**

The Department’s revised Accreditation and State Authorization regulations also make changes to State authorization requirements.<sup>4</sup> For example, in order for a distance education provider to serve students in a State other than the one in which the institution has a physical presence, either the State in which the institution is located or the State in which the student is located must have a process in place to receive and review student complaints.<sup>5</sup> We encourage all States to implement the appropriate policies and processes to accept, investigate, and respond to student complaints.

In addition, because it is important for all students – and not just those who enroll in distance education – to understand whether the program in which they are enrolled will qualify them to work in certain occupations in a given State, the revised regulations require both ground-based and online programs to notify students whether the program will or will not meet licensure requirements in a particular State, or in the event that the institution has not made that determination, where a student may obtain that information.<sup>6</sup>

The revised regulations continue to recognize State reciprocity agreements, such that an institution participating in a State reciprocity agreement will have satisfied the Department’s State authorization requirements in any State that also participates in the reciprocity agreement.<sup>7</sup> In response to public comments, the Department provided further clarity that, while States participating in a State authorization reciprocity agreement may still enforce their own general-purpose State laws and regulations outside of the State authorization of distance education, States participating in a reciprocity agreement may not impose additional distance education regulations or requirements upon institutions that participate in such agreements.<sup>8</sup>

The Department of Education has developed informational webinars to help States, institutions of higher education, and accreditors understand what is required of them under our new regulations. The webinars are located on the Department’s website at <https://www2.ed.gov/policy/highered/reg/hearulemaking/2018/index.html>.

Should you have any questions, please feel free to contact the Accreditation Group at the Department of Education at [aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov) or 202-453-7615.

Sincerely,



Diane Auer Jones  
Principal Deputy Under Secretary  
Delegated the Duties of Under Secretary

<sup>4</sup> See generally 84 FR 58914-58915 (amending 34 C.F.R. § 600.2); 84 FR 58915-58916 (amending 34 C.F.R. § 600.9).

<sup>5</sup> See 84 FR 58915 (amending 34 C.F.R. § 600.9(c)). See 84 FR 58845-58846 (comments and discussion).

<sup>6</sup> See 84 FR 58932 (amending 34 C.F.R. § 668.43(a)(5)).

<sup>7</sup> See 34 C.F.R. § 600.9(c)(1)(ii).

<sup>8</sup> See 84 FR 58841-58842, 58914-58915 (amending 34 C.F.R. § 600.2).

## Distance Education Accrediting Commission

### *Explaining DEAC's Comparability to Regional Accreditation*

Today's distance education students are a truly remarkable and diverse group with unlimited potential. Their success is vital to our nation's future at a time when the resources available to support new initiatives to increase postsecondary attainment are severely constrained. More than ever, distance education is key to expanding learning opportunities that serve the unique needs of students. DEAC accredited institutions are commended for their innovative approaches our institutions are taking to address some of the most difficult challenges facing education in the United States and around the world. As a community of educators with a broad spectrum of missions, the DEAC is making distance education more powerful for all students by creating more opportunities for students to engage in learning that is relevant to their lives and that prepares them for success in their career, their workplace, and their communities.

The comparability of national accreditation to regional accreditation, however, is an important issue that continually receives attention by current and prospective students and within the broader higher education community. It is also a subject of much debate among policy makers and regulators. Transfer of credit, admission to graduate schools, eligibility for employer-sponsored tuition assistance, and eligibility to take licensure examinations necessary to enter certain professions often hinge on whether an individual attended a regionally or nationally accredited institution. This paper provides a brief overview of the Distance Education Accrediting Commission accreditation standards and procedures within the context of this comparability.

The Distance Education Accrediting Commission (DEAC) is a private, non-profit organization that accredits institutions that primarily offer distance education. Founded in 1926, accreditation by DEAC covers all distance education activities within an institution and provides a single source of recognized accreditation from the primary school level through professional doctoral degree-granting institutions. No other accrediting organization represents the broad spectrum of mission among distance education institutions like the DEAC does.

An important baseline for establishing the comparability of institutional accreditation is the recognition process for accreditation. In the United States, the federal government, through the U.S. Department of Education recognizes accrediting organizations and aims to assure that the standards of accreditors meet expectations for institutional participation in federal student aid programs. The Council for Higher Education Accreditation (CHEA) also plays a significant role in the recognition of accrediting organizations. CHEA is the only nongovernmental higher education organization in the U.S. that undertakes a process to review accrediting organizations through a formal process established by representatives of the higher education community.

***The academic quality and accountability criteria DEAC must meet to achieve recognition by USDE and CHEA are the same criteria regional accreditors must meet to achieve recognition.***

#### **DEAC's Recognition by the U.S. Department of Education (USDE)**

DEAC initially received federal recognition in 1959 from the U.S. Commissioner on Education, the predecessor to the U.S. Secretary of Education. DEAC has continually held recognition by the U.S. Department of Education ever since. Federal recognition aims to ensure that accreditors meet expectations for institutional and program participation in federal activities, such as federal financial aid

programs. Currently, the federal recognition process is carried out by the National Advisory Committee for Institutional Quality and Integrity (NACIQI). The NACIQI provides recommendations to the U.S. Secretary of Education concerning whether accreditation standards are sufficiently rigorous and effective toward ensuring that a recognized accreditor is a reliable authority regarding the quality of the education provided by the institution it accredits. In 2012, NACIQI recommended to the Secretary of Education that DEAC receive recognition through 2017. DEAC's scope of recognition by the Secretary of Education is:

*The accreditation of postsecondary institutions in the United States that offer degree and/or non-degree programs primarily by the distance or correspondence education method up to and including the professional doctoral degree, including those institutions that are specifically certified by the agency as accredited for Title IV purposes.*

### **DEAC's Recognition by the Council for Higher Education Accreditation (CHEA)**

CHEA was formed in 1996 by presidents of U.S. colleges and universities to strengthen higher education through strengthened accreditation processes. It promotes academic quality through formal recognition of higher education accrediting bodies and works to advance self-regulation in higher education through accreditation. Recognition by CHEA affirms that the standards, policies and procedures of accrediting organizations meet the academic quality, institutional improvement and accountability expectations CHEA has established. In addition, CHEA recognition is only available to accreditors that primarily review degree-granting institutions. CHEA has continually recognized DEAC since 2001. DEAC received its most recent grant of recognition from CHEA in 2013. DEAC's scope of recognition by CHEA is:

*The accreditation of higher learning institutions in the United States and international locations that offer programs of study that are delivered primarily by distance (51 percent or more) and award credentials at the associate, baccalaureate, master's, first professional and professional doctoral degree level.*

### **Above and Beyond the Recognition Criteria**

Recognition by both the USDE and CHEA demonstrates that DEAC meets the same quality expectations for standards and procedures that are implemented for the recognition of regional accreditors. Recognition serves as an important baseline to establishing the credibility and reliability of an accrediting organization, however; DEAC takes additional steps above and beyond recognition requirements to establish the comparability of its accreditation process to that of regional accreditation. The DEAC works carefully and methodically to assure that its academic quality standards are equivalent to those of regional accreditors. Academic quality refers to the results associated with teaching, learning, research and service to students within the context of institutional mission. There are no significant differences in the academic aspects of the accreditation process employed by the six regional accrediting groups when compared to the accreditation standards and procedures implemented by DEAC. In particular

- DEAC's experience reviewing distance education spans nearly 90 years and covers all aspects of delivery, whether online learning, competency-based learning, or correspondence learning.
- DEAC's accreditation standards for degree programs are aligned with the accreditation standards implemented by the regional accreditors.

- DEAC degree standards are outcomes focused and state: “Graduates of distance education degree programs must exhibit skill and knowledge attainment through the demonstrated achievement of educational objectives and outcomes comparable to those of accredited resident degree programs that are similar in nature and level.” When granting accreditation, DEAC reviews all programs offered by an institution for evidence that this standard is met.
- DEAC reaches its judgment on its “comparability” standard by employing subject matter expert faculty who teach at regionally accredited universities and who serve as reviewers for the American Council on Education Credit Recommendation Service (ACE CREDIT). The subject matter experts assess the quality, relevance and academic soundness of the curricula offered by DEAC institutions against curricula offered by regionally accredited institutions. These evaluators use a comprehensive and detailed assessment instrument that involves over 250 questions, through which they are able to make fair and precise judgments on the comparability of programs to the curricula of regionally accredited institutions.
- DEAC accreditation standards require bachelor’s degrees to have at least 120 semester credit hours, consistent with regional accreditation standards, and like the regional accreditors, DEAC standards mandate that a student earn at least 25% of academic credits at the institution awarding a degree credential.
- DEAC requires the same amount of general education credits (at least 25 percent) for a bachelor’s degree program, as do each of the regional accrediting organizations.
- DEAC accreditation standards require all degree granting programs to administer proctored examinations at appropriate intervals throughout all programs of study.
- DEAC standards for faculty are the same as for each of the regional bodies (e.g., faculty must possess a graduate degree from an accredited institution in a related discipline to instruct students enrolled at the bachelor’s level).
- DEAC institutions use the same learning management platforms, the same research databases and the same textbook materials as do regionally accredited institutions. Moreover, many DEAC institutions employ the same adjunct faculty who likewise teach at regionally accredited institutions.
- Several universities that are accredited by DEAC also hold regional accreditation. The Presidents and Provosts of these institutions report that DEAC’s process is *equally if not more* thorough and stringent than the regional accreditation processes. For example, DEAC reviews all programs offered by its institutions; regional accreditors do not. Also, DEAC accreditation must be renewed every five years, including a fresh review of curricula, faculty qualifications, and faculty professional development whereas regional accreditation renewal occurs every ten years. DEAC maintains a formal contractual arrangement with one regional accrediting association, Middle States Association-Commission on Secondary Schools, to perform dual accreditation of non-degree postsecondary and high school institutions.
- The National Office of Job Corps requires all online high school providers to maintain DEAC accreditation.



- DEAC accreditation focuses explicitly on student learning outcomes assessment. DEAC’s process builds an awareness of best practices for distance education quality assessment models that focus on teaching, learning, and student outcomes.

### **In conclusion**

Transfer of credit and credentials earned at DEAC institutions deserve the same parity and consideration as credentials earned at other institutions with accreditation recognized by USDE and CHEA. As their personal circumstances and educational objectives change, students deserve an equal opportunity to have their learning recognized by institutions where they enroll for further study and when seeking advancement into a profession. For reasons of **social equity** and **educational effectiveness**, it is important for all institutions to have reasonable and definitive policies and procedures for reviewing the quality and rigor of an individual’s academic preparation – **regardless of the source of institutional accreditation**. Comparability of the nature, content, and level of the courses/programs completed to those offered by the receiving institution, as well as applicability of the credit earned, are as important in the evaluation process as the accreditation status of the institution where credit was awarded.

For more information about DEAC, please visit our website at [www.deac.org](http://www.deac.org).

***“AS A COMMUNITY OF EDUCATORS WITH A BROAD SPECTRUM OF MISSIONS, THE DEAC IS MAKING DISTANCE EDUCATION MORE POWERFUL FOR ALL STUDENTS BY CREATING MORE OPPORTUNITIES FOR STUDENTS TO ENGAGE IN LEARNING THAT IS RELEVANT TO THEIR LIVES AND THAT PREPARES THEM FOR SUCCESS IN THEIR CAREER, THEIR WORKPLACE, AND THEIR COMMUNITIES.”***

*Leah K. Matthews, Ph.D.  
Executive Director and CEO  
Distance Education Accrediting Commission*

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**"Regionally accredited institution" to "accredited institution" in  
8VAC20-23 and 8VAC20-543**

Chapter 23

Licensure Regulations for School Personnel

**8VAC20-23-10. Definitions.**

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

"Accredited institution" means an institution of higher education accredited by ~~a regional~~ **an** accrediting agency recognized by the United States Department of Education.

"Accredited virtual school or program" means a virtual school or program accredited by one of the accrediting agencies recognized by the Virginia Department of Education. School divisions operating as multi-division online providers may be deemed as meeting accreditation requirements if a majority of their schools are fully accredited by the Virginia Board of Education.

"Alternate route to licensure" means a nontraditional route to licensure available to individuals who meet the criteria specified in guidelines developed by the board or 8VAC20-23-90.

"Approved program" means a professional education program recognized as meeting state standards for the content and operation of such programs so that graduates of the program will be eligible for state licensure. The Virginia Board of Education has the authority to approve programs in Virginia.

"Cancellation" means the withdrawal of a license following the voluntary return of the license by the license holder.

"Career and Technical Education License" means a three-year license available to qualified individuals to teach, either full time or part time, high school career and technical education courses in specific subject areas who meet requirements set forth in this chapter. Individuals issued a three-year Career and Technical Education License shall not be eligible for continuing contract status while teaching under such license and shall be subject to the probationary terms of employment specified in § 22.1-303 of the Code of Virginia.

"Certified program provider" means a provider certified by the Virginia Department of Education to provide preparation and training for applicants seeking the Provisional License specified in 8VAC20-23-90.

"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 **accredited** institution ~~of higher education that is accredited by a nationally recognized regional accreditation body~~, (ii) 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.

"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 a regionally an accredited college or university institution and the professional teacher's assessments prescribed by the Virginia Board of Education.

"Denial" means the refusal to grant a license.

"Division Superintendent License" means a 10-year, renewable license available to an individual who has completed an earned master's degree from a regionally an accredited college or university institution 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.

"Experiential learning" means a process of applying for an initial license through the alternate route as prescribed by the Virginia Board of Education and meeting the criteria specified in 8VAC20-23-90 E to be eligible to request experiential learning credits in lieu of the coursework for the endorsement (teaching) content area.

"Industry certification credential" means an active career and technical education credential that is earned by successfully completing a Virginia Board of Education-approved industry certification examination, being issued a professional license in the Commonwealth, or successfully completing an occupational competency examination.

"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, federally-designated Exchange Visitor Program and who is employed as a teacher in a Virginia public school or an accredited nonpublic school.

"Licensure by reciprocity" means a process used to issue a license to an individual coming into Virginia from another state when that individual meets certain conditions specified in this chapter.

"Mentor" means a classroom teacher hired by the local school division who has achieved continuing contract status or other instructional personnel including retired teachers who meet local mentor selection criteria. The mentor should work in the same building as the beginning teacher or be instructional personnel who is assigned solely as a mentor. A mentor should be assigned a limited number of teachers at any time. Instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at any time. Mentors guide teachers in the program through demonstrations, observations, and consultations.

"One-Year High School License" means 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.

"Online Teacher License" means a 10-year, renewable license valid only for teaching online courses. Teachers who hold a five-year or 10-year renewable license issued by the Virginia Board of Education may teach online courses for which they are properly endorsed and do not need to seek this license.

"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 a regionally an accredited college or university institution.

"Professional studies" means courses and other learning experiences designed to prepare individuals in the areas of human development and learning, curriculum and instruction, assessment of and for learning, classroom and behavior management, foundations of education and the teaching profession, language and literacy, and supervised clinical experiences.

"Professional teacher assessment" means those tests or other requirements mandated for licensure as prescribed by the Virginia Board of Education.

"Provisional License" means a nonrenewable license valid for a specified period of time not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in this chapter. The individual shall have a minimum of an earned baccalaureate degree from ~~a regionally~~ an accredited ~~college or university~~ institution, with the exception of those individuals seeking the Technical Professional License. The Provisional License will be issued for a three-year validity period, with the exception of the Provisional (Career Switcher) License that will be initially issued for a one-year validity period and Teach For America Provisional License that will be initially issued for a two-year validity period. Individuals shall complete all requirements for licensure, including passing all licensure assessments, for a renewable license within the validity period of the Provisional License.

"Pupil Personnel Services License" means a 10-year, renewable license available to an individual who has earned an appropriate graduate degree from ~~a regionally~~ an accredited ~~college or university~~ institution 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.

"Renewable license" means a license issued by the Virginia Board of Education for 10 years, unless otherwise specified, to an individual who meets all requirements specified in this chapter.

"Revocation" means the withdrawal of a license.

"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 ~~a regionally~~ an accredited ~~college or university~~ institution; has three years of successful managerial experience; and is recommended for the license by a Virginia school division superintendent.

"Suspension" means the temporary withdrawal of a license.

"Technical Professional License" means a 10-year, renewable license available to an individual who has graduated from a public or accredited nonpublic high school (or possesses a Virginia Board of Education-approved high school equivalency credential); has exhibited academic proficiency, technical competency, and successful occupational experience; and meets the requirements specified in 8VAC20-23-50 A 4.

"Teach For America License" means a two-year provisional license available to an individual who is a participant in Teach For America and meets the requirements specified in 8VAC20-23-50.

#### **8VAC20-23-40. Conditions for licensure.**

A. Applicants for licensure shall:

1. Be at least 18 years of age;
2. Pay the appropriate fees as determined by the Virginia Board of Education and complete the application process;
3. Have earned a baccalaureate degree, with the exception of the Technical Professional License, from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and meet requirements for the license sought. Persons seeking initial licensure through approved programs from Virginia institutions of higher education shall only be licensed as instructional personnel if the education endorsement programs have approval by the Virginia Board of Education; individuals who have earned a degree from an institution in another country shall hold the equivalent of ~~a regionally~~ **an** accredited ~~college or university~~ **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; and
4. Possess good moral character and be free of conditions outlined in Part VII (8VAC20-23-720 et seq.) of this chapter.

B. All candidates who hold at least a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and who seek an initial Virginia teaching license shall obtain passing scores on professional teacher's assessments prescribed by the Virginia Board of Education. With the exception of the career switcher program that requires assessments as prerequisites, individuals shall complete the professional teacher's assessment requirements within the three-year validity of the initial provisional license. Candidates seeking a Technical Professional License, International Educator License, School Manager License, or Pupil Personnel Services License are not required to take the professional teacher's assessments. Individuals who hold a valid out-of-state license (full credential without deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or an accredited nonpublic school, kindergarten through grade 12, outside of Virginia are exempt from the professional teacher's assessment requirements. Documentation shall be submitted to verify the school's status as a public or an accredited nonpublic school.

C. All individuals seeking an initial endorsement in early/primary education preK-3, elementary education preK-6, special education-general curriculum, special education-deaf and hard of hearing, special education-blindness and visual impairments, and individuals seeking an endorsement as a reading specialist shall obtain passing scores on a reading instructional assessment prescribed by the Virginia Board of Education.

D. Licensure by reciprocity is set forth in 8VAC20-23-100. A school leaders licensure assessment prescribed by the Virginia Board of Education shall be met for all individuals who are seeking an endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders licensure assessment prescribed by the Virginia Board of Education.

E. Individuals seeking initial licensure shall demonstrate proficiency in the relevant content area, communication, literacy, and other core skills for educators by achieving a qualifying score on professional assessments or meeting alternatives evaluation standards as prescribed by the board; complete study in attention deficit disorder; complete study in gifted education, including the use of multiple criteria to identify gifted students; complete study in methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and at school.

F. Every person seeking initial licensure shall (i) complete awareness training, provided by the Department of Education on the indicators of dyslexia, as that term is defined by the board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia; (ii) complete study in child abuse recognition and intervention in accordance with curriculum guidelines, developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services; and (iii) provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall (a) be based on the current national evidenced-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; and (b) include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. The Virginia Board of Education shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training.

G. Every person seeking initial licensure as a teacher who has not received the instruction described in subsection D of § 23.1-902 of the Code of Virginia shall receive instruction or training on positive behavior interventions and supports; crisis prevention and de-escalation; the use of physical restraint and seclusion, consistent with regulations of the Virginia Board of Education; and appropriate alternative methods to reduce and prevent the need for the use of physical restraint and seclusion.

H. The teacher of record for verified credit courses for high school graduation shall hold a Virginia license with the appropriate content endorsement.

I. Every teacher seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education shall have an industry certification credential, as defined in 8VAC20-23-10, in the area in which the teacher seeks endorsement. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Virginia Board of Education may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

J. Every person seeking renewal of a license shall complete awareness training, provided by the Virginia Department of Education, on the indicators of dyslexia, as that term is defined by the Virginia Board of Education pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia.

K. No teacher who seeks a provisional license shall be required to meet any requirement set forth in subdivision F, G, or I as a condition of such licensure, but each teacher shall complete each such requirement during the first year of provisional licensure.

L. Every person seeking initial licensure of a license with an endorsement as a school counselor shall complete training in the recognition of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse.

### **8VAC20-23-50. Types of licenses; dating licenses.**

A. The following types of licenses are available:

1. Provisional License. The Provisional License is a nonrenewable license valid for a period not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in this chapter. The Provisional License will be issued for a

three-year validity period, with the exceptions of the Provisional (Career Switcher) License that will initially be issued for a one-year validity period and the Provisional Teach For America License issued for a two year validity period. Individuals shall complete all requirements for licensure, including passing all licensure assessments, for a renewable license within the validity period of the Provisional License. The individual shall have a minimum of an earned baccalaureate degree from ~~a regionally~~ an accredited ~~college or university~~ institution, with the exception of those individuals seeking the Technical Professional License.

The Virginia Board of Education shall extend for at least one additional year, but for no more than two additional years, the three-year provisional license of a teacher upon receiving from the division superintendent (i) a recommendation for such extension and (ii) satisfactory performance evaluations for such teacher for each year of the original three-year provisional license. If a teacher employed in the Commonwealth under a provisional license is activated or deployed for military service within a school year (July 1 through June 30), an additional year shall be added to the teacher's provisional license for each school year or portion thereof during which the teacher is activated or deployed. The additional year shall be granted the year following the return of the teacher from deployment or activation.

The Virginia Board of Education shall issue a license to an individual seeking initial licensure who has not completed professional assessments as prescribed by the board if such individual (i) holds a provisional license that will expire within three months; (ii) is employed by a school board; (iii) is recommended for licensure by the division superintendent; (iv) has attempted, unsuccessfully, to obtain a qualifying score on the professional assessments as prescribed by the Virginia Board of Education; (v) has received an evaluation rating of proficient or above on the performance standards for each year of the provisional license, and such evaluation was conducted in a manner consistent with the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents; and (vi) meets all other requirements for initial licensure.

2. Collegiate Professional License. The Collegiate Professional License is a 10-year, renewable license available to an individual who has satisfied all requirements for licensure, including an earned baccalaureate degree from ~~a regionally~~ an accredited ~~college or university~~ institution and the professional teacher's assessments prescribed by the Virginia Board of Education.

3. Postgraduate Professional License. The Postgraduate Professional License is 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 ~~a regionally~~ an accredited ~~college or university~~ institution.

4. Technical Professional License. The Technical Professional License is a 10-year, renewable license 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, skills in literacy and communication, technical competency, and successful occupational experience; has completed nine semester hours of specialized professional studies credit from ~~a regionally~~ an accredited ~~college or university~~ 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. The nine semester hours of professional studies coursework shall include three semester hours of human development and learning, three semester hours of curriculum and instruction, and three semester hours of applications of instructional technology or classroom and behavior management. The Technical Professional License is issued at the recommendation of a Virginia employing educational agency in the areas of career and technical education, educational technology, and military science. Individuals seeking an endorsement to teach military science shall have the appropriate credentials issued by the United States military. The employing Virginia educational agency shall ensure the credentials issued by the United States military are active during the period the individual is teaching. In addition to demonstrating competency in the endorsement area sought, the individual shall:

- a. Hold a valid license issued by the appropriate Virginia board for those program areas requiring a license and a minimum of two years of successful experience at the journeyman level or an equivalent. The employing Virginia educational agency shall ensure that the valid license issued by the appropriate Virginia board for the occupational program area is active during the period the individual is teaching;
- b. Have completed a registered apprenticeship program and two years of successful experience at the journeyman level or an equivalent level in the trade; or
- c. Have four years of successful work experience at the management or supervisory level or equivalent or have a combination of four years of training and successful work experience at the management or supervisory level or equivalent.

Individuals holding the Technical Professional License who seek the Collegiate Professional or Postgraduate Professional License shall meet the requirements of the respective licenses.

5. School Manager License. The school manager license is a 10-year, renewable license intended to provide for the 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 ~~a regionally~~ **an** accredited ~~college or university~~ **institution**, has three years of successful managerial experience, and is recommended for the license by a Virginia school division superintendent.

6. Pupil Personnel Services License. The Pupil Personnel Services License is a 10-year, renewable license available to an individual who has earned an appropriate graduate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** with an endorsement for 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.

7. Division Superintendent License. The Division Superintendent License is a 10-year, renewable license available to an individual who has completed an earned master's degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** 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.



8. International Educator License. The International Educator License provides a five-year cultural exchange opportunity for Virginia students and international teachers. The International Educator License is 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 is employed as a teacher in a Virginia public or accredited nonpublic school. To be issued the five-year, nonrenewable International Educator License, an individual serving as a cultural exchange teacher in Virginia shall:

- a. Be employed by a Virginia public or an accredited nonpublic school;
- b. Hold non-United States citizenship and be a nonpermanent resident; and
- c. Meet the following requirements as verified by a state-approved, federally-designated Exchange Visitor Program (22 CFR Part 62):
  - (1) Be proficient in written and spoken English;
  - (2) Demonstrate competence in the appropriate academic subject area or areas by meeting the credential requirements for a qualified teacher in the exchange country;
  - (3) Hold the United States equivalent of a baccalaureate degree or higher as determined by an approved credential evaluation agency; and
  - (4) Complete at least two years of successful full-time teaching experience that enables the educator to fulfill a similar assignment in his home country or is comparable to those requirements for Virginia teachers.

If an individual meets requirements of subdivisions 8 a, 8 b, 8 c (1), 8 c (2), and 8 c (3) of this subsection and has completed at least one year, but less than two years, of successful full-time teaching experience that would enable the educator to fulfill a similar assignment in his home country or is comparable to those requirements for Virginia teachers, the International Educator License will be issued for three years with an option to extend the nonrenewable International Educator License for the additional two years upon passing all teacher assessments prescribed by the Virginia Board of Education and a recommendation of the Virginia employing school division or accredited nonpublic school. Individuals who have been issued an International Educator License who seek a 10-year, renewable license shall meet all licensure and endorsement requirements, including passing applicable assessments prescribed by the Virginia Board of Education.

9. Online Teacher License. The Online Teacher License is a 10-year, renewable license valid only for teaching online courses. Teachers who hold a five-year or 10-year renewable license issued by the Virginia Board of Education may teach online courses for which they are properly endorsed and do not need to seek this license.

- a. In order to be issued an Online Teacher License, the individual shall meet the requirements for an endorsement in a content (teaching) area and professional studies and achieve qualifying scores on professional teacher's assessments as prescribed by the Virginia Board of Education. In addition, the individual shall complete a three-semester-hour course in online instructional procedures.

Online instructional procedures: Three semester hours. Skills in this area shall contribute to an understanding of the principles of online learning and online instructional strategies and the application of skills and the ability to use the Internet for teaching, learning, and management; design, deliver, and support instruction in an online environment; adapt strategies for a variety of course models, such as

synchronous and asynchronous; select, adapt, and create rich multimedia for instruction; adapt individualized education program requirements to online course practices, as appropriate; use data to meet individual student's needs; and employ innovative teaching strategies in an online environment. Demonstrated proficiency of advanced skills in the following areas shall be addressed: use of communication technologies to interact with and engage students, parents, and mentors; use of education technologies; management of instructional activities in a technology-mediated environment; and nontraditional content delivery methods.

b. Online teaching experience is not acceptable to meet the full-time teaching experience for other license types, such as a Division Superintendent License, or for endorsements, such as for the reading specialist, school counselor, or administration and supervision endorsements. The Online Teacher License may be issued if requirements have been met as one of the following licenses to individuals teaching only online courses:

(1) Online Teacher (Postgraduate Professional) License - a 10-year, renewable license available to an individual who has qualified for the Online Teacher (Collegiate Professional) License and who holds an appropriate earned graduate degree from a regionally an accredited college-or-university institution.

(2) Online Teacher (Collegiate Professional) License - a 10-year, renewable teaching license available to an individual who has satisfied all requirements for licensure, including an earned baccalaureate degree from a regionally an accredited college-or-university institution, endorsement and professional studies requirements, and passed the professional teacher's assessments prescribed by the Virginia Board of Education, or

(3) Online Teacher (Technical Professional) License - a 10-year, renewable teaching license available to an individual 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, technical competency, and occupational experience; and meets the requirements specified in subdivision 4 of this subsection. An individual seeking an Online Teacher (Technical Professional) License shall be recommended for the license by a Virginia public school, a Virginia accredited nonpublic school, or an accredited virtual school program.

c. A nonrenewable Online Teacher (Provisional) License may be issued for a period not to exceed three years to an individual who has allowable deficiencies for full licensure as set forth in 8VAC20-23-90 B. The Online (Provisional) License will be issued for three years. The individual shall have a minimum of an earned baccalaureate degree from a regionally an accredited college-or-university institution, with the exception of those individuals seeking the Technical Professional License. Individuals shall complete all requirements for a renewable Online Teacher License within the validity period of the license.

10. Teach For America License. The Teach For America License is a two-year provisional license.

a. This provisional license is available to any participant in Teach For America, a nationwide nonprofit organization focused on closing the achievement gaps between students in high-income and low-income areas, who submits an application and meets the following requirements:

(1) Holds, at minimum, a baccalaureate degree from ~~a regionally~~ **an** accredited institution ~~of higher education~~;

(2) Has met the requirements prescribed by the Virginia Board of Education for all endorsements sought or has met the qualifying scores on the content area assessment prescribed by the board for the endorsements sought;

(3) Possesses good moral character according to criteria developed by the Virginia Board of Education;

(4) Has been offered and has accepted placement in Teach For America;

(5) Has successfully completed preservice training and is participating in the professional development requirements of Teach For America, including teaching frameworks, curricula, lesson planning, instructional delivery, classroom management, assessment and evaluation of student progress, classroom diversity, and literacy development;

(6) Has an offer of employment from a local school board to teach in a public elementary or secondary school in the Commonwealth or a preschool program that receives state funds pursuant to subsection C of § 22.1-199.1 of the Code of Virginia; and

(7) Receives a recommendation from the employing school division for a Teach For America License in the endorsement area in which the individual seeks to be licensed.

b. In addition to the criteria set forth in subdivision 10 a of this subsection, any individual who seeks an endorsement in early childhood, early/primary, or elementary education shall either (i) agree to complete such coursework in the teaching of language and literacy as may be prescribed by the Virginia Board of Education pursuant to 8VAC20-23-130 during the first year of employment or (ii) achieve a passing score on a reading instructional assessment prescribed by the Virginia Board of Education.

c. Teachers issued a Teach For America provisional license shall not be eligible for continuing contract status while employed under the authority of a Teach For America license and shall be subject to the probationary terms of employment specified in § 22.1-303 of the Code of Virginia.

d. The Virginia Board of Education may extend any Teach For America License for one additional year upon request of the employing school division, provided that no Teach For America License shall exceed a total of three years in length.

e. Notwithstanding any provision of law to the contrary, upon completion of at least two years of full-time teaching experience in a public elementary or secondary school in the Commonwealth or a preschool program that receives state funds pursuant to subsection C of § 22.1-199.1 of the Code of Virginia, an individual holding a Teach For America License shall be eligible to receive a renewable license if he has (i) achieved satisfactory scores on all professional teacher assessments required by the Virginia Board of Education and (ii) received satisfactory evaluations at the conclusion of each year of employment.

f. Notwithstanding any provision of law to the contrary, the Virginia Board of Education shall issue a Teach For America License to any individual who (i) has completed two years of successful teaching in the Teach For America program in another state, (ii) is

not eligible to receive a renewable license, and (iii) meets the criteria set forth in subdivision 10 a of this subsection.

11. Career and Technical Education License. The Career and Technical Education License is a three-year license.

a. This license is available to qualified individuals to teach, either full time or part time, high school career and technical education courses in specific subject areas.

b. The three-year license is issued to teach high school career and technical education courses in a specific subject area to an individual who:

(1) Submits an application to the Virginia Board of Education, in the form prescribed by the Virginia Board of Education, that includes a recommendation for such a license from the local school board;

(2) Meets certain basic conditions for licensure as prescribed by the Virginia Board of Education;

(3) Meets one of the following requirements:

(a) Holds, at a minimum, a baccalaureate degree from ~~a regionally~~ **an** accredited institution ~~of higher education~~ and has completed coursework in the career and technical education subject area in which the individual seeks to teach,

(b) Holds the required professional license in the specific career and technical education subject area in which the individual seeks to teach, where applicable, or

(c) Holds an industry certification credential, as that term is defined in § 22.1-298.1 of the Code of Virginia, in the specific career and technical education subject area in which the individual seeks to teach;

(4) Has at least four years of full-time work experience or its equivalent in the specific career and technical education subject area in which the individual seeks to teach; and

(5) If appropriate, has obtained qualifying scores on the communication and literacy professional teacher's assessment prescribed by the Virginia Board of Education.

c. The employing school board shall assign a mentor to supervise an individual issued a three-year license pursuant to this section during the individual's first two years of teaching.

d. Except as otherwise provided in subdivision A 11 e of this section, any individual issued a three-year license pursuant to this section may be granted subsequent three-year extensions of such license by the Virginia Board of Education upon recommendation of the local school board.

e. Any individual issued a three-year license pursuant to this section who completes (i) nine semester hours of specialized professional studies credit from ~~a regionally~~ **an** accredited institution ~~of higher education~~ or (ii) an alternative course of professional studies proposed by the local school board and approved by the Virginia Department of Education shall be granted a three-year extension of such license by the board and may be granted subsequent three-year extensions of such license by the board upon recommendation of the local school board. Any such specialized professional studies credit or alternative course of professional studies may be completed through distance learning programs and shall include human growth and development; curriculum, instructional, and technology procedures; and classroom and behavior management.

f. No three-year license issued by the board pursuant to this section shall be deemed a provisional license or a renewable license, as those terms are defined in § 22.1-298.1 of the Code of Virginia.

g. Individuals issued a three-year license pursuant to this section shall not be eligible for continuing contract status while teaching under such license and shall be subject to the probationary terms of employment specified in § 22.1-303 of the Code of Virginia.

h. The provisions of this section and of Virginia Board of Education regulations governing the denial, suspension, cancellation, revocation, and reinstatement of licensure shall apply to three-year licenses.

12. One-Year High School License. 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:

a. Received a graduate degree from ~~a regionally~~ **an** accredited institution ~~of higher education~~;

b. Completed at least 30 credit hours of teaching experience as an instructor at ~~a regionally~~ **an** accredited institution ~~of higher education~~;

c. Received qualifying scores on the professional teacher's assessments prescribed by the Virginia Board of Education, including the communication and literacy assessment and the content-area assessment for the endorsement sought; and

d. Met the following requirements:

(1) Complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure route; and

(2) Provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be (i) based on the current national 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 and (ii) include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. The Virginia Board of Education shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training.

The license may be renewed for one year by the submission of an application for renewal and verification from the division superintendent that the individual received a satisfactory performance evaluation.

13. Career and Technical Education or Dual Enrollment License. The Career and Technical Education or Dual Enrollment License is 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 **accredited** institution ~~of higher education that is accredited by a nationally recognized regional accreditation body~~, (ii) 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 subsections E and F of 8VAC20-23-40. 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 licensure. Subsections E and F of 8VAC20-23-40 shall expire on July 1, 2021, however, any license issued pursuant to this regulation prior to July 1, 2021, shall remain in effect for three years from the date the license was issued unless such license is revoked by the Virginia Board of Education.

B. All licenses will be effective from July 1 in the school year in which the application is made. An employing Virginia public school division, agency, or accredited nonpublic school is required to notify employees in writing at the time of employment of the need to meet appropriate assessment requirements for licensure.

### **8VAC20-23-90. Alternate routes to licensure.**

A. Career switcher alternate route to licensure for career professionals - Provisional (Career Switcher) License. An alternate route is available to career switchers who seek teaching endorsements preK through grade 12 with the exception of special education.

1. An individual seeking a Provisional (Career Switcher) License through the career switcher program shall meet the following prerequisite requirements:

- a. An application process;
- b. An earned baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution**;
- c. The completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study;
- d. At least three years of successful full-time work experience or its equivalent; and
- e. Virginia qualifying scores on the professional teacher's assessments as prescribed by the Virginia Board of Education.

2. The Provisional (Career Switcher) License is awarded at the end of Level I preparation for an initial validity period of one school year. All components of the career switcher alternate route for career professionals shall be completed by the candidate.

3. The Level I requirements shall be completed during the course of a single year and may be offered through a variety of delivery systems, including distance learning programs. If an employing agency recommends extending the Provisional (Career Switcher) License for a second year, the candidate will enter Level III of the program. Career switcher programs shall submit program documentation as set forth by the Virginia Department of Education for review and be certified every seven years by the Virginia Department of Education.

- a. Level I preparation. Intensive Level I preparation includes a minimum of 180 clock hours of instruction, including field experience. This phase includes human development and learning; curriculum and instruction, including technology; language and literacy; specific course content relating to the Virginia Standards of Learning; foundations of education and the teaching profession; classroom and behavior management; and assessment of and for learning.
- b. Level II preparation during first year of employment.

(1) Candidate seeks employment in Virginia with the one-year Provisional (Career Switcher) License.

(2) Continued Level II preparation during the first year of employment with a minimum of five seminars that expand the intensive preparation requirements listed in subdivision 3 a of this subsection. The five seminars will include a minimum of 20 cumulative instructional hours. A variety of instructional delivery techniques will be utilized to implement the seminars.

(3) One year of successful, full-time teaching experience in a Virginia public or accredited nonpublic school under a one-year Provisional (Career Switcher) License. A trained mentor shall be assigned to assist the candidate during the first year of employment. Responsibilities of the mentor include the following:

(a) Collaborate with the beginning teacher in the development and implementation of an individualized professional development plan;

(b) Observe, assess, coach, and provide opportunities for constructive feedback, including strategies for self-reflection;

(c) Share resources and materials;

(d) Share best instructional, assessment, and organizational practices; classroom and behavior management strategies; and techniques for promoting varied and effective methods of communication with and among students; and

(e) Provide general support and direction regarding school policies and procedures.

(4) Upon successful completion of the Levels I and II preparation requirements of the career switcher alternate route to licensure program and submission of a recommendation from the employing Virginia educational agency, the candidate will be eligible to apply for a 10-year, renewable license. Renewal requirements for the regular license will be subject to current regulations of the Virginia Board of Education.

c. Level III preparation, if required.

(1) Post preparation, if required, will be conducted by the employing Virginia educational agency to address the areas where improvement is needed as identified in the candidate's professional improvement plan; and

(2) Upon successful completion of Levels I, II, and, if required, Level III of the career switcher alternate route to licensure program and submission of a recommendation from the employing Virginia educational agency, the candidate will be eligible to receive a 10-year renewable license.

4. Verification of program completion will be documented by the certified program provider and the division superintendent or designee.

5. Certified providers implementing a career switcher program may charge a fee for participation in the program.

B. An alternate route is available to individuals employed by a Virginia educational agency who seek teaching endorsements preK through grade 12. The employing Virginia educational agency may request a nonrenewable Provisional License on behalf of the individual if the individual has completed an allowable portion of professional studies and endorsement requirements. An employed teacher may demonstrate meeting the teaching endorsement requirements by passing a rigorous academic subject test for endorsements in which a test is prescribed by the Virginia Board of Education. This testing option does not apply to individuals (i)

who are seeking an early/primary education preK-3 or elementary education preK-6 endorsement, special education endorsements, or a reading specialist endorsement or (ii) who hold a Technical Professional License, Vocational Evaluator License, Pupil Personnel Services License, School Manager License, or Division Superintendent License. This route also is available to individuals who are employed by a Virginia public school, a Virginia accredited nonpublic school, or an accredited virtual school or program and who are seeking the Online Teacher License that is issued to teachers who teach only online courses. The Provisional License will be issued for a validity period not to exceed three years. The Provisional License is a nonrenewable teaching license valid for a period not to exceed three years. Individuals shall complete all licensure requirements to become eligible for the 10-year, renewable license.

1. An individual seeking a license through this alternate route shall have met the following requirements:

- a. Entered the teaching field through the alternate route to licensure upon the recommendation of the employing Virginia educational agency. For the Online Teacher Provisional License, individuals shall be employed by a Virginia public school division, a Virginia accredited nonpublic school, or an accredited virtual school or program;
  - b. Earned a baccalaureate degree from a regionally **an** accredited college or university **institution** with the exception of individuals seeking the Technical Professional License;
  - c. Have met requirements for the endorsement area; and
  - d. Need to complete an allowable portion of professional studies and licensure requirements.
2. The professional studies requirements for the appropriate level of endorsement sought shall be completed. A Virginia educational agency may submit to the Superintendent of Public Instruction for approval an alternate program to meet the professional studies requirements. The alternate program shall include training such as seminar, internship, or coursework in human development and learning; curriculum and instruction, including technology; assessment of and for learning; classroom and behavior management; foundations of education and the teaching profession, including legal status of teachers and students, federal and state laws, and teacher evaluation as prescribed by the Virginia Board of Education's guidelines for performance standards and evaluation criteria established pursuant to § 22.1-253.13:5 B of the Code of Virginia and language and literacy.
3. One year of successful, full-time teaching experience in the appropriate teaching area in a Virginia public or an accredited nonpublic school shall be completed. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school division, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed experienced teacher shall be available in the school building to assist the beginning teacher employed through the alternate route.

C. Alternate route in special education. The Provisional (Special Education) License is a nonrenewable teaching license issued for a validity period not to exceed three years to an individual employed as a special education teacher in a public school or a nonpublic school in Virginia who does not hold the appropriate special education endorsement. The Provisional (Special Education) License will be issued only with endorsements in special education. The



Provisional License is a nonrenewable teaching license valid for a period not to exceed three years. This alternate route to special education endorsement is not applicable to individuals seeking the Online Teacher License. To be issued the Provisional (Special Education) License through this alternate route, an individual shall:

1. Be employed by a Virginia public or accredited nonpublic school as a special education teacher and have the recommendation of the employing educational agency;
2. Have earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution**;
3. Have an assigned mentor with an active Virginia teaching license with an endorsement in special education; and
4. Have a planned program of study in the assigned endorsement area, make progress toward meeting the endorsement requirements each of the three years of the license, and have completed at least three semester hours of coursework in the competencies of foundations for educating students with disabilities and have an understanding and application of the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities. A survey course integrating these competencies would satisfy this requirement.

The Provisional (Special Education) License issued through this alternate route shall not be issued without the completion of these prerequisites.

D. Alternate programs at institutions of higher education or Virginia school divisions. Alternate programs developed by institutions of higher education (i) recognize the unique strengths of prospective teachers from nontraditional backgrounds and (ii) prepare these individuals to meet the same standards that are established for others who are granted a license through an alternate route.

E. Experiential learning. Individuals applying for an initial teaching license through the alternate route as prescribed by the Virginia Board of Education shall meet the following criteria to be eligible to request that experiential learning satisfy the coursework for the endorsement (teaching) content area:

1. Have earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution**;
2. Have at least three years of documented successful full-time work experience that may include specialized training related to the endorsement sought; and
3. Have met the Virginia qualifying score on the content knowledge assessment prescribed by the Virginia Board of Education.

Experiential learning does not apply to individuals seeking special education and preK-3 and preK-6 endorsements or endorsements in which there is no Virginia Board of Education - prescribed content or subject assessment.

### **8VAC20-23-100. Conditions for licensure for out-of-state candidates by reciprocity.**

A. An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual (i) has completed a state-approved teacher preparation program through ~~a regionally~~ **an** accredited four-year ~~college or university~~ **institution** or (ii) holds a valid out-of-state teaching license (full credential without deficiencies) that shall be in force at the time the application for a Virginia license is made. An individual shall meet licensure

requirements set forth in the Code of Virginia. An individual seeking licensure shall establish a file in the Virginia Department of Education by submitting a complete application packet that includes official student transcripts. Unless exempted by the criteria in this chapter, professional teacher's assessment requirements prescribed by the Virginia Board of Education shall be satisfied.

B. An individual coming into Virginia will qualify for a Virginia teaching license with comparable endorsement areas if the individual holds an active national certification from the National Board for Professional Teaching Standards (NBPTS) or a nationally recognized certification program approved by the Virginia Board of Education.

C. Licensure by reciprocity is provided for any spouse of an active duty member of the Armed Forces of the United States or the Commonwealth who has obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Virginia Department of Education. Each such individual shall establish a file in the Virginia Department of Education by submitting a complete application packet, which shall include official student transcripts. No service requirements or licensing assessments shall be required for any such individual.

D. Licensure by reciprocity is provided for individuals who have obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Virginia Department of Education. Each such individual shall establish a file in the Virginia Department of Education by submitting a complete application packet, which shall include official student transcripts. No service requirements or licensing assessments shall be required for any such individual.

E. For licensure by reciprocity, applicants may submit third-party employment verification forms.

F. For licensure by reciprocity, the board shall grant special consideration to individuals who have successfully completed a program offered by a provider that is accredited by the Council for the Accreditation of Educator Preparation.

### **8VAC20-23-110. Requirements for renewing a license.**

A. The Division Superintendent, Postgraduate Professional, Collegiate Professional, Technical Professional, Pupil Personnel Services, Online Teacher, and School Manager Licenses may be renewed upon the completion of 270 professional development points within a 10-year validity period based on an individualized professional development plan that includes ongoing, sustained, and high-quality professional development. Individuals renewing a five-year renewable license must complete 180 professional development points. Every person seeking renewal of a license shall complete all renewal requirements, including professional development in a manner prescribed by the Virginia Board of Education, except that no person seeking renewal of a license shall be required to satisfy any such requirement by completing coursework and earning credit at an institution of higher education.

B. An individual seeking renewal shall submit a completed licensure application at the time a renewal request is submitted.

C. Any individual licensed and endorsed to teach (i) middle school civics or economics or (ii) high school government or history who is seeking renewal of such license is required to demonstrate knowledge of Virginia history or state and local government by completing a module or professional development course specifically related to Virginia history or state and local government that has a value of five professional development points.

D. Every person seeking renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall (i) be based on the current national 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, and (ii) include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. The Virginia Board of Education shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training.

E. Every person seeking renewal of a license with an endorsement as a school counselor shall complete training in the recognition of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse.

F. Every person seeking renewal of a license shall complete awareness training, provided by the Virginia Department of Education, on the indicators of dyslexia, as that term is defined by the Virginia Board of Education pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia.

G. Every person seeking renewal or initial license shall complete a study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services.

H. When provided by the state, individuals shall complete other professional development activities prescribed by the Virginia Board of Education.

I. Professional development points may be accrued by the completion of professional development activities to improve and increase instructional personnel's knowledge of the academic subjects the teachers teach or the area assigned from one or more of the following eight options, in accordance with Virginia Board of Education guidelines set forth in the Virginia Licensure Renewal Manual.

1. College credit. Acceptable coursework offers content that provides new information and is offered on campus, off campus, or through extension by any **regionally** accredited two-year or four-year **college or university institution**. College coursework shall develop further experiences in subject content taught, teaching strategies, uses of technologies, leadership, and other essential elements in teaching to high standards and increasing student learning. No person seeking renewal of a license shall be required to complete coursework and earn credit at an institution of higher learning.

2. Professional conference. A professional conference is a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.

3. Curriculum development. Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution in the teaching area assigned. This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.

4. Publication of article. The article shall contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position. This article shall be published in a recognized professional journal. Grant reports that present the results of educational research are acceptable provided the license holder had an

active role in planning, analyzing, interpreting, demonstrating, disseminating, or evaluating the study or innovation.

5. Publication of book. Books shall be published for purchase and shall contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position. The published book shall increase the field of content knowledge; provide information on planning and assessment for evaluating and providing students with feedback that encourages student progress and measures student achievement; reference instruction, safety, and learning environment; expand upon and communication and community relations working with students, parents, and members of the community to promote broad support for student learning. Points will not be awarded for self-published books.

6. Mentorship. Mentoring is the process by which an experienced professional who has received mentorship training provides assistance to one or more persons for the purpose of improving their performance. Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement. Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher or principal preparation program, as well as mentoring as part of the induction process for a beginning teacher or a first-year administrator. Individuals serving in this role and submitting documentation for license renewal based on the mentorship option shall receive training as a mentor prior to the assignment and at least once during the 10-year renewal cycle.

7. Educational project. Educational projects shall be planned, focused projects based on high standards of teaching and learning. Projects shall result in a written report or other tangible product. Projects shall contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position. A project could include participation in new professional responsibilities, such as leading a school improvement initiative.

8. Professional development activity. Professional development activities shall focus on student learning and achievement, schoolwide educational improvement, leadership, subject content, teaching strategies, and use of technologies or other essential elements in teaching to high standards. Activities shall be planned, rigorous, systematic, and promote continuous inquiry and reflection. Local employing educational agencies are encouraged to design professional development activities that are conducted in school settings and linked to student learning and achievement.

J. The 270 points may be accrued by activities drawn from one or more of the eight renewal options. Individuals renewing a five-year renewable license must complete 180 professional development points as prescribed by the Virginia Board of Education. Renewal work is designed to provide licensed personnel with opportunities for professional development relative to the grade levels or teaching fields to which they are assigned or for which they seek an added endorsement. Such professional development encompasses (i) responsible remediation of any area of an individual's knowledge or skills that fails to meet the standards of competency and (ii) responsible efforts to increase the individual's knowledge of new developments in his field and to respond to new curricular demands within the individual's area of professional competence.

K. The proposed work toward renewal in certain options shall be approved in advance by the chief executive officer or designee of the employing educational agency. Persons who are not

employed by an educational agency may renew their license by submitting to the Office of Professional Licensure, Virginia Department of Education, a renewal application, fee, the individualized renewal record, and verification of the completion of all renewal requirements, including official student transcripts of coursework taken at a regionally an accredited two-year or four-year college or university institution.

L. Virginia school divisions and accredited nonpublic schools shall recommend renewal of licenses using the renewal point system.

#### Part IV

##### Licensure Regulations Governing Early/Primary Education, Elementary Education, and Middle Education Endorsements

#### **8VAC20-23-120. Early/primary education, elementary education, and middle education endorsements.**

Individuals seeking licensure with endorsements in early/primary education, elementary education, and middle education may meet requirements through the completion of an approved program, or if employed by a Virginia public or accredited nonpublic school, through the alternate route to licensure. Components of the licensure program include a degree from a regionally an accredited college or university 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.

#### **8VAC20-23-140. Early childhood for three-year-olds and four-year-olds (add-on endorsement).**

Endorsement requirements. The candidate shall have:

1. An earned baccalaureate degree from a regionally an accredited college or university institution and hold a license issued by the Virginia Board of Education with an endorsement in elementary education, such as preK-3 or preK-6, or special education early childhood;
2. Completed 9 semester hours of graduate-level coursework in early childhood education; and
3. Completed a supervised practicum of at least 45 instructional hours in a preschool setting (three-year-olds and four-year-olds) in a public school, an accredited nonpublic school, or another program approved by the Virginia Board of Education. One year of successful, full-time teaching experience in a public or accredited nonpublic school may be accepted in lieu of the practicum.
4. The add-on endorsement to an elementary endorsement that includes preK is not required to teach preK (three-year-olds and four-year-olds), but the endorsement recognizes the candidate's additional preparation in early childhood education.

#### **8VAC20-23-150. Early/primary education preK-3.**

Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation program in early/primary education preK-3; or
2. The candidate for the early/primary education preK-3 endorsement must have earned a baccalaureate degree from a regionally an accredited college or university institution in

the liberal arts or sciences, or equivalent, and completed coursework that covers the early/primary education preK-3 competencies and meets the following semester-hour requirements:

- a. English (shall include composition, oral communication, and literature): 12 semester hours; or complete 6 semester hours in English and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;
- b. Mathematics (shall include algebra, geometry, probability and statistics, and methods in teaching elementary mathematics): 12 semester hours; or complete 6 semester hours in mathematics, complete a methods in teaching elementary mathematics course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;
- c. Laboratory sciences: 12 semester hours (in at least two science disciplines and methods in teaching elementary science); or complete 6 semester hours in laboratory science (in two science disciplines), complete a methods in teaching elementary science course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;
- d. History (shall include American history and world history): 6 semester hours, and Social Science (shall include geography and economics): 6 semester hours; or complete 3 semester hours in history, complete 3 semester hours in social science (geography or economics), complete a methods in teaching elementary history and social sciences course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education; and
- e. Arts: 3 semester hours.

### **8VAC20-23-160. Elementary education preK-6.**

Endorsement requirements.

1. The candidate shall have graduated from an approved teacher preparation program in elementary education preK-6; or
2. The candidate for the elementary education preK-6 endorsement shall have earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** majoring in the liberal arts or sciences (or equivalent) and meet the following semester-hour requirements:
  - a. English (shall include composition, oral communication, and literature): 12 semester hours; or complete 6 semester hours in English and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;
  - b. Mathematics (shall include algebra, geometry, probability and statistics, and teaching elementary mathematics): 15 semester hours; or complete 6 hours in mathematics, complete a methods in teaching elementary mathematics course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;
  - c. Laboratory sciences: 15 semester hours in at least three science disciplines and at least a three credit science methods course; or complete 9 semester hours (in two science disciplines), complete a methods in teaching elementary science course (3

semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;

d. History (shall include American history and world history): 6 semester hours, and Social Science (shall include geography and economics): 6 semester hours; or complete 3 semester hours in history, complete 3 semester hours in social science (geography or economics), complete a methods in teaching elementary history and social sciences course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education; and

e. Arts: 3 semester hours.

### **8VAC20-23-170. Middle education 6-8.**

Endorsement requirements.

1. The candidate shall have graduated from an approved teacher preparation discipline-specific program in middle education 6-8 with at least one area of academic preparation from the areas of English, mathematics, science, and history and social sciences; or

2. An applicant seeking the middle education 6-8 endorsement shall have earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** in the liberal arts or sciences, or equivalent; and completed the minimum number of semester hours, as indicated, in at least one area of academic preparation (concentration) that will be listed on the license. The applicant will be restricted to teaching only in the area or areas of concentration listed on the teaching license.

a. English. English concentration (shall include coursework in language, such as history, structure, grammar, fiction and nonfiction texts, media literacy, advanced composition, and interpersonal communication or speech): 21 semester hours.

b. Mathematics. Mathematics concentration (shall include coursework in algebra, geometry, probability and statistics, applications of mathematics, and methods of teaching mathematics to include middle school mathematics content): 24 semester hours.

c. Laboratory sciences. Laboratory sciences concentration (shall include courses in each of the following: biology, chemistry, physics, and Earth and space science; and a laboratory course is required in each of the four areas): 24 semester hours.

d. History and social sciences. History and social sciences concentration (shall include a course in American history; world history; economics; American government, including state and local government; and geography): 21 semester hours.

### **8VAC20-23-180. PreK-12, special education, secondary grades 6-12, and adult education endorsements.**

Individuals seeking licensure with preK-12, special education, secondary grades 6-12, or adult education endorsements may meet requirements through the completion of an approved program, or if employed by a Virginia public or accredited nonpublic school, through the alternate route to licensure. Components of the licensure program include a degree from ~~a regionally~~ **an** accredited ~~college or university~~ **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.

### **8VAC20-23-200. Adult education.**

A. Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** or hold a Collegiate Professional License (requires a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution**); and
2. A minimum of 15 semester hours in adult education that shall include the following competencies and one semester of supervised successful full-time, or an equivalent number of hours of part-time experience, teaching of adults:
  - a. Understanding of the nature or psychology of the adult learner or adult development;
  - b. Understanding of the knowledge, skills, and processes needed for the selection, evaluation, and instructional applications of the methods and materials for adults to become college and career ready, including:
    - (1) Curriculum development in adult basic education or Virginia Board of Education-approved high school equivalency instruction;
    - (2) Literacy skills for adults;
    - (3) Numeracy skills for adults;
    - (4) Reading comprehension for adult education; and
    - (5) Other adult basic skills instruction.

B. Individuals not holding a Collegiate Professional License or a Postgraduate Professional License shall meet the professional teacher's assessment requirements prescribed by the Virginia Board of Education.

### **8VAC20-23-210. Adult English as a second language (add-on endorsement).**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in adult English as a second language; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and hold a license issued by the Virginia Board of Education with an endorsement in a teaching area; and
3. Completed 21 semester hours of coursework distributed in the following areas:
  - a. Methods for teaching adult English learners: 3 semester hours;
  - b. English linguistics: 3 semester hours;
  - c. Cross-cultural education: 3 semester hours;
  - d. Modern foreign language: 6 semester hours; and
  - e. Electives from the following areas: 6 semester hours:
    - (1) Cross-cultural communication;
    - (2) Second language acquisition;
    - (3) General linguistics;
    - (4) Teaching reading to adults;



- (5) Adult English learner instruction; or
- (6) Adult English learner curriculum development.

**8VAC20-23-220. Career and technical education – agricultural education.**

A. Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in agricultural education; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **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:
  - a. Plant science;
  - b. Animal science;
  - c. Agricultural mechanics and applied technology with a lab component;
  - d. Agricultural economics and management;
  - e. Forestry and wildlife management;
  - f. Horticulture; and
  - g. Supervised occupational experience, 3 semester hours, or one year of successful, full-time or the equivalent (a minimum of 2,000 cumulative hours) relevant occupational experience within the past five years.

If an individual is seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education, an industry certification credential as defined in 8VAC20-23-10 in the area in which the teacher seeks endorsement is required. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Virginia Board of Education may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

B. Technical Professional License. An endorsement in specialized areas may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;
2. Completed two years of successful, full-time or the equivalent of occupational experience within the past five years in the teaching specialty sought;
3. Completed professional studies requirements (human development and learning: 3 semester hours; curriculum and instruction in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours); and
4. Completed an agricultural education certificate or associate degree program in the teaching specialty area sought.

If an individual is seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education, an industry certification credential as defined in 8VAC20-23-10 in the area in which the teacher seeks endorsement is required. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area

in which the teacher seeks endorsement, the Virginia Board of Education may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

**8VAC20-23-230. Career and technical education – business and information technology.**

A. Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in business and information technology; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed a major in business education or 39 semester hours of coursework in business and information technology, including:
  - a. Accounting: 6 semester hours;
  - b. Economics: 3 semester hours;
  - c. Business law, business principles, management, marketing, or finance: 9 semester hours;
  - d. Communications and media to include oral, written, and presentation skills: 3 semester hours;
  - e. Information systems and technology to include computer software applications, such as word processing, spreadsheet, database, and presentation, information technology fundamentals, database management, communications systems, programming, software development, security, and networking: 12 semester hours;
  - f. Input technologies to include touch keyboarding (required, or documented demonstrated mastery of the touch keyboarding skill), audio input devices, video input devices, pointing devices, touch screens, or other emerging input technologies: 3 semester hours; and
  - g. Supervised business experience: 3 semester hours, or one year of successful full-time or the equivalent (a minimum of 2,000 cumulative hours) relevant occupational experience within the last five years.

If an individual is seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education, an industry certification credential as defined in 8VAC20-23-10 in the area in which the teacher seeks endorsement is required. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Virginia Board of Education may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

B. Technical Professional License. An endorsement in a highly specialized business and information technology area, such as networking, programming, database management, Internet application development, medical office procedures, legal office procedures, network administration, and other emerging highly specialized areas may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;
2. Completed two years of successful, full-time or the equivalent occupational experience within the last five years in the teaching specialty area sought;

3. Completed a business certificate or associate degree program from a regionally an accredited institution in the teaching specialty area sought; and
4. Completed professional studies requirements (human development and learning: 3 semester hours; curriculum and instruction in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours).

If an individual is seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education, an industry certification credential as defined in 8VAC20-23-10 in the area in which the teacher seeks endorsement is required. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Virginia Board of Education may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

### **8VAC20-23-240. Career and technical education – family and consumer sciences.**

A. Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from a regionally an accredited ~~college or university~~ institution and graduated from an approved teacher preparation program in family and consumer sciences; or
2. Earned a baccalaureate degree from a regionally an accredited ~~college or university~~ institution and completed a major in family and consumer sciences education or 39 semester hours of coursework in family and consumer sciences distributed in the following areas:
  - a. Development of individuals through the lifespan and the family life cycle: 9 semester hours;
  - b. Resource management, personal and family finance, and consumer economics: 6 semester hours;
  - c. Food, nutrition, dietetics, wellness, and food science: 9 semester hours;
  - d. Housing, home furnishing, and equipment: 3 semester hours;
  - e. Apparel and textiles: 6 semester hours;
  - f. Occupational program management: 3 semester hours; and
  - g. Supervised occupational experience related to family and consumer sciences, 3 semester hours, or one year of successful, full-time or the equivalent (a minimum of 2,000 cumulative hours) relevant occupational experience within the last five years.

If an individual is seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education, an industry certification credential as defined in 8VAC20-23-10 in the area in which the teacher seeks endorsement is required. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Virginia Board of Education may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

B. Technical Professional License. An endorsement in a specialized family and consumer sciences area, such as child care occupations, consumer services, family and human services, fashion design occupations, food occupations, hospitality occupations, interior design

occupations, home furnishings occupations, and home and institutional services, may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;
2. Completed at least two years of successful, full-time occupational experience or the equivalent within the past five years in the teaching specialty for which they are seeking endorsement;
3. Completed a family and consumer sciences certificate or associate degree program from ~~a regionally~~ **an** accredited ~~college or university~~ **institution**, where applicable in the area of endorsement sought ; and
4. Completed professional studies requirements (human development and learning: 3 semester hours; curriculum and instruction in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours).

If an individual is seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education, an industry certification credential as defined in 8VAC20-23-10 in the area in which the teacher seeks endorsement is required. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Virginia Board of Education may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

#### **8VAC20-23-250. Career and technical education – health and medical sciences.**

A. Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **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 teaching; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **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.

If an individual is seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education, an industry certification credential as defined in 8VAC20-23-10 in the area in which the teacher seeks endorsement is required. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Virginia Board of Education may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

B. Technical Professional License. An endorsement in a specialized health occupations area may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;
2. A license or are certified as a professional practitioner in the area in which one is to be teaching;

3. Completed two years of full-time or the equivalent of occupational experience within the past five years in the teaching specialty sought;
4. Completed a health occupations certificate or associate degree program from a regionally an accredited college-or-university institution in the teaching specialty area sought; and
5. Completed professional studies requirements (human development and learning: 3 semester hours; curriculum and instruction in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours).

If an individual is seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education, an industry certification credential as defined in 8VAC20-23-10 in the area in which the teacher seeks endorsement is required. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Virginia Board of Education may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

#### **8VAC20-23-260. Career and technical education – marketing education.**

A. Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from a regionally an accredited college-or-university institution and graduated from an approved teacher preparation program in marketing education; or
2. Earned a baccalaureate degree from a regionally an accredited college-or-university institution and completed a major in marketing education or a minimum of 39 semester hours of coursework in marketing to include:
  - a. Marketing processes and environment: 3 semester hours;
  - b. Management and supervision: 6 semester hours;
  - c. Economics: 3 semester hours;
  - d. Merchandising and operations: 3 semester hours;
  - e. Advertising and promotion: 3 semester hours;
  - f. Sales and selling: 3 semester hours;
  - g. Communication theory and techniques: 3 semester hours;
  - h. Consumer behavior: 3 semester hours;
  - i. International (global) marketing: 3 semester hours;
  - j. Finance, accounting, or marketing mathematics: 3 semester hours;
  - k. Technology applications: 3 semester hours; and
  - l. Supervised marketing occupational experience, 3 semester hours, or one year of successful full-time work experience in the field of marketing may be accepted in lieu of the supervised marketing internship.

If an individual is seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education, an industry certification credential as defined in 8VAC20-23-10 in the area in which the teacher seeks endorsement is required. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area

in which the teacher seeks endorsement, the Virginia Board of Education may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

B. Technical Professional License. An endorsement in a specialized marketing area, such as apparel and accessories, hotel operations, international marketing, or restaurant, may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;
2. Completed two years of successful full-time occupational experience, or the equivalent, within the last five years in the teaching specialty area sought; and
3. Completed professional studies requirements (human development and learning: 3 semester hours; curriculum and instruction in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours).

If an individual is seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education, an industry certification credential as defined in 8VAC20-23-10 in the area in which the teacher seeks endorsement is required. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Virginia Board of Education may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

### **8VAC20-23-270. Career and technical education – technology education.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in technology education; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed a major in technology education or 33 semester hours in technology education distributed in the following areas:
  - a. The nature of technology. Experiences shall include those that promote an understanding of the characteristics, scope, and core concepts of physical, biological, and informational technologies, the relationships among these technologies, and their connections to other science, technology, engineering, and mathematics (STEM) fields: 6 semester hours;
  - b. Technology and society. Experiences shall include those that develop a working knowledge of the cultural, social, economic, and political effects of technology, its effect on the environment, and the role of society in the history, development, and use of physical, biological, and informational technologies: 3 semester hours;
  - c. Engineering. Experiences shall include those that develop comprehension of the attributes of technological design, inclusive of constraints, optimization, predictive analysis, problem solving, critical thinking, technical writing, and integrative mathematics and science: 6 semester hours;

- d. Abilities for a technological world. Experiences shall include those that develop the capacity to utilize the design process, to use and maintain technological products and systems, and to assess their impact: 9 semester hours; and
  - e. The designed world. Experiences shall include those that promote an understanding of current and emerging physical, biological, and informational technologies: 9 semester hours; or
3. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** with a major in one of the following fields of study: architecture, design, engineering, engineering technology, industrial technology, or physics and completed a minimum of 15 semester hours of technology education content coursework, including at least 3 semester hours in each of the following areas:
- a. The nature of technology;
  - b. Technology and society;
  - c. Engineering;
  - d. Abilities for a technological world; and
  - e. The designed world.

If an individual is seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education, an industry certification credential as defined in 8VAC20-23-10 in the area in which the teacher seeks endorsement is required. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Virginia Board of Education may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

### **8VAC20-23-280. Career and technical education – trade and industrial education.**

#### **A. Endorsement requirements.**

- 1. The candidate shall have graduated from an approved teacher preparation program with a minimum of a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** in trade and industrial education; or
- 2. A candidate who has graduated from an approved teacher preparation program that is not in the trade and industrial education program subject area for which the candidate is seeking endorsement shall have:
  - a. A current state license or industry certification based on the prescribed standard or examination, if applicable; and
  - b. Evidence of at least two years of successful full-time or equivalent occupational experience within the past five years in the teaching specialty for which the candidate is seeking endorsement. A candidate whose occupational experience has not been within the last five years shall participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty.

**B. Technical Professional License.** An endorsement in a specialized trade and industrial education area will be granted to an individual who has:

1. Been recommended by an employing Virginia educational agency;
2. A current license or is currently certified as a professional practitioner in the area in which the individual is to be teaching, if applicable, or can demonstrate competency in the area of trade and industrial education the individual is to be teaching;
3. Evidence of at least two years of successful full-time or the equivalent occupational experience within the past five years in the teaching specialty for which he is seeking endorsement. Candidates whose occupational experience has not been within the last five years shall participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty; and
4. Completed professional studies requirements (human development and learning: 3 semester hours; curriculum and instruction in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours).

C. Add-on endorsement requirements. A candidate shall:

1. Hold an active Collegiate Professional or Postgraduate Professional License with a teaching endorsement;
2. Demonstrate competency in the trade or industrial area being sought;
3. Hold current state licensure or industry certification for the trade or industrial area for which endorsement is sought based upon the prescribed standard or examination;
4. Have completed two years or 4,000 clock hours of satisfactory, full-time occupational experience at the journeyman level or an equivalent level in the occupation within the last five years. Candidates whose occupational experience has not been within the last five years shall participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty; and
5. Have completed 3 semester hours in curriculum and instruction specific to vocational industrial education.

**8VAC20-23-290. Career and technical education – transition and special needs (add-on endorsement).**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in transition and special needs education; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **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 distributed in the following areas:
  - a. Overview of special needs programs and services: 3 semester hours;
  - b. Instructional methods, curriculum, and resources: 3 semester hours;
  - c. Career and life planning, transitioning, occupational information, and delivery of cooperative education programs: 3 semester hours; and



- d. Purposes and practices and characteristics of special populations: 3 semester hours; and
3. Completed successful, supervised occupational experience, 3 semester hours, or one year of full-time or the equivalent of relevant occupational experience within the past five years.

### **8VAC20-23-300. Computer science.**

A. Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in computer science; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed 36 semester hours of coursework distributed in the following areas:
  - a. Mathematics, including discrete mathematics;
  - b. Data structures and algorithm analysis;
  - c. Foundations of computer science; and
  - d. Programming in at least two distinct languages: 6 semester hours.

B. Add-on endorsement requirements in computer science. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area; and
2. Completed 18 semester hours of coursework distributed in the following areas:
  - a. Mathematics, including discrete mathematics;
  - b. Data structures and algorithm analysis;
  - c. Foundations of computer science; and
  - d. Programming in at least two distinct languages: 6 semester hours.

### **8VAC20-23-310. Dance arts preK-12.**

A. Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in dance arts; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed a major in dance arts or 24 semester hours with coursework distributed in the following areas:
  - a. Development of movement language: 9 semester hours.
    - (1) A course in each area of ballet, folk, jazz, and modern dance: 6 semester hours; and
    - (2) Area of concentration in one area of ballet, folk, jazz, or modern dance beyond the entry level: 3 semester hours;

- b. Composition, improvisation, and dance arts production, which may include stage lighting, stage costuming, or stage makeup: 3 semester hours;
  - c. Scientific foundations, including human anatomy, kinesiology, and injury prevention and care for dance arts: 9 semester hours; and
  - d. Cultural understanding, including cultural context and dance history: 3 semester hours.
- B. Add-on endorsement requirements in dance arts. The candidate shall have:
- 1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area; and
  - 2. Completed 15 semester hours of coursework distributed in the following areas:
    - a. Development of movement language: 9 semester hours.
      - (1) A course in each area of ballet, folk, jazz, and modern dance: 6 semester hours; and
      - (2) Area of concentration in one area of ballet, folk, jazz, or modern dance beyond the entry level: 3 semester hours;
    - b. Composition, improvisation, and dance arts production, which may include stage lighting, stage costuming, or stage makeup: 3 semester hours; and
    - c. Cultural understanding, including cultural context and dance history: 3 semester hours.

**8VAC20-23-320. Driver education (add-on endorsement).**

Endorsement requirements. The candidate shall have:

- 1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area; and
- 2. Completed an approved teacher preparation program in driver education; or
- 3. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area; and completed 6 semester hours of coursework distributed in the following areas:
  - a. Driver Task Analysis, including instructional strategies as prescribed in the Curriculum and Administrative Guide for Driver Education in Virginia ([http://www.doe.virginia.gov/instruction/driver\\_education/curriculum\\_admin\\_guide/index.shtml](http://www.doe.virginia.gov/instruction/driver_education/curriculum_admin_guide/index.shtml)); understanding the highway transportation system; applying Virginia's motor vehicle laws; personal, legal, and emotional factors; visual and sensory perception; risk perception and risk management; space management and other defensive driving techniques; environmental, financial, and other vehicle ownership responsibilities; vehicle technologies; and the scientific principles of the driving tasks: 3 semester hours; and
  - b. Principles and methodologies of classroom and in-car instruction, including applying classroom and in-car teaching techniques for delivering concurrent instruction; applying perception, vehicle balance, speed control, and other risk management

- principles to the development of precision driving skills; and understanding program administrative tasks, including juvenile licensing laws and issuance of a driver's license; a minimum of 14 hours of actual behind-the-wheel supervised teaching experience demonstrating vehicle control skills and performance capabilities that includes 2 hours of basic evasive maneuvers; and a minimum of 14 hours of mentorship with a licensed, endorsed driver education teacher: 3 semester hours.
4. A current, valid Virginia driver's license. School divisions are to ensure that teachers of driver education hold a valid driver's license.

### **8VAC20-23-330. Engineering.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in engineering;
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed a major in engineering or an engineering subspecialty in an Accreditation Board for Engineering and Technology (ABET)-accredited college or university program;
3. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed an engineering technology, science, or technology education major with at least 12 semester hours of coursework in engineering courses, including:
  - a. Introduction to engineering design;
  - b. Statics or dynamics;
  - c. Circuits or fluid mechanics; and
  - d. Thermodynamics;
4. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **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
5. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and hold a professional engineer's (P.E.) license.

### **8VAC20-23-340. English.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in English; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed a major in English or a minimum of 36 semester hours of coursework distributed in the following areas:
  - a. Literacy and reading: 12 semester hours. Courses shall include:
    - (1) Survey of British literature;
    - (2) Survey of American literature;
    - (3) World literature; and

(4) Literary theory and criticism.

b. Language: 3 semester hours. Includes the development and nature of the English language.

c. Composition: 12 semester hours. Experiences shall include:

(1) A grammar course integrating grammar and writing;

(2) The teaching of writing, based on current knowledge and most effective practices, including the use of technology for this purpose;

(3) An advanced composition course emphasizing rhetorical practices of expository, persuasive, argumentative, and analytical writing; and

(4) Teaching research including ethical accessing, evaluating, organizing, crediting, and synthesizing information.

d. Oral language: 3 semester hours. Experiences shall include the teaching of public and presentation speaking, including nonverbal communication and the role of communication in small group and mass communication.

e. Electives from the areas listed in this subdivision 2: 6 semester hours.

### **8VAC20-23-350. English as a second language preK-12.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in English as a second language; or

2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed 24 semester hours of coursework distributed in the following areas:

a. Teaching of reading and writing. Courses shall include skills in phonemic and other phonological awareness; pre-reading, during reading, and post-reading strategies; vocabulary development; and guided reading. Ability to structure interactive tasks that engage students in using oral language to develop language and skills. Ability to determine students' reading levels and design instruction for multi-level classrooms by incorporating appropriate scaffolding or language supports; one course shall address teaching reading to English language learners: 6 semester hours;

b. English linguistics: general and English linguistics 3 semester hours;

c. Cross-cultural education: 3 semester hours;

d. Second language acquisition: 3 semester hours;

e. Methods of English as a second language, to include instruction based on the understanding of the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards: 3 semester hours;

f. English as a second language assessment to include assessing comprehension and communication in English: 3 semester hours; and

g. Electives from the areas listed in this subdivision 2: 3 semester hours.

## 8VAC20-23-360. Foreign language preK-12.

A. The specific language of the endorsement will be noted on the license.

B. Endorsement requirements for foreign language preK-12 - languages other than Latin and American Sign Language. The candidate shall have:

1. Earned a baccalaureate degree from a regionally an accredited college or university institution and graduated from an approved teacher preparation program in a foreign language; or

2. Earned a baccalaureate degree from a regionally an accredited college or university 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 30 semester hours, completed a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.

3. Endorsement in a second foreign language may be obtained by successfully completing 24 semester hours of coursework above the intermediate level.

4. Candidates who have learned a foreign language without formal academic credit in a regionally an accredited college or university 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 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from a regionally an accredited college or university institution in the United States or obtain teacher certification in another country with at least 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels at a foreign institution.

C. Endorsement requirements for foreign language preK-12 - Latin. The candidate shall have:

1. Earned a baccalaureate degree from a regionally an accredited college or university institution and graduated from an approved teacher preparation program in Latin; or

2. Earned a baccalaureate degree from a regionally an accredited college or university institution and completed 24 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 3 semester hours of methods of teaching Latin at the elementary and secondary levels are required.

D. Endorsement requirements for foreign language preK-12 - American Sign Language.

1. The candidate shall have (i) graduated from an approved teacher preparation program in a foreign language - American Sign Language or (ii) earned a baccalaureate degree from a regionally an accredited college or university institution and completed a major in American Sign Language or 24 semester hours above the 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 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.

2. Native users or candidates who have learned American Sign Language without formal academic credit in **a-regionally an** accredited **college-or-university institution**, as explained in subdivision 1 of this subsection, shall complete the following requirements:

a. Competency in American Sign Language demonstrated by written documentation of one of the following:

(1) Hold a current, valid Provisional, Qualified, or Professional certification by the American Sign Language Teachers' Association;

(2) Hold one of the following current, valid national certificates in interpreting:

(a) Registry of Interpreters for Deaf certification in at least one of the following: Certificate of Interpretation (CI), Certificate of Deaf Interpretation (CDI), Reverse Skills Certification (RSC), or Comprehensive Skills Certificate (CSC);

(b) A current, valid National Association for the Deaf Level IV certification or higher; or

(c) A National Interpreter Certification (NIC); 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.

b. A minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from **a-regionally an** accredited **college-or-university institution** in the United States; and

c. A minimum of 6 semester hours in coursework, including grammar and syntax of American Sign Language.

### **8VAC20-23-370. Gifted education (add-on endorsement).**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from **a-regionally an** accredited **college-or-university institution** and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area;

2. Earned a baccalaureate degree from **a-regionally an** accredited **college-or-university institution** and completed an approved teacher preparation program in gifted education; or

3. Completed the following requirements:

a. Earned a baccalaureate degree from **a-regionally an** accredited **college-or-university institution** and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area; and

b. Completed 12 semester hours of graduate-level coursework in gifted education distributed in the following areas:

(1) Introduction and identification of giftedness: 3 semester hours;

(2) Social and emotional development and guidance of gifted learners: 3 semester hours;

(3) Curriculum and instructional strategies for gifted learners: 3 semester hours; and

(4) Advanced course work in one of the following areas: 3 semester hours:

(a) Advanced curriculum, instruction, and assessment design;

- (b) Advanced program development and evaluation; or
- (c) Advanced study in underrepresented populations; and
- c. Completed a practicum of at least 45 instructional hours. This practicum shall include a minimum of 45 instructional hours of successful teaching experiences with gifted students in a public or an accredited nonpublic school. In lieu of the practicum, one year of successful, full-time teaching experience with gifted students in a public or an accredited nonpublic school may be accepted, provided the teacher is assigned a mentor holding a valid license with an endorsement in gifted education.

### **8VAC20-23-380. Health and physical education preK-12.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in health and physical education; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed a major in health and physical education or 45 semester hours of coursework distributed in the following areas:
  - a. Personal health, safety, and care of athletic injuries: 3 semester hours;
  - b. Human anatomy, physiology, exercise physiology, and biomechanics of human movement: 9 semester hours;
  - c. General health and physical education theory, including curriculum design and development in health and physical education: 3 semester hours;
  - d. Instructional methods and skills for secondary physical education: 3 semester hours;
  - e. Concepts of motor learning, instructional methods, and skills for elementary physical education: 3 semester hours;
  - f. Instruction methods for elementary and secondary school health: 3 semester hours;
  - g. Health and physical education electives: 9 semester hours;
  - h. Instructional methods and strategies for adapted physical education: 3 semester hours;
  - i. Technology in health and physical education: 3 semester hours;
  - j. Principles of human nutrition: 3 semester hours; and
  - k. Assessment and evaluation in the content area: 3 semester hours.

### **8VAC20-23-390. History and social sciences.**

A. Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in history and social sciences; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed 51 semester hours of coursework distributed in each of the following areas:

- a. History: a major in history or 18 semester hours in history (shall include coursework in American history, Virginia history, and world history);
- b. Political science: a major in political science or 18 semester hours in political science, which shall include coursework in American government (state and local government);
- c. Geography: 9 semester hours; and
- d. Economics: 6 semester hours.

B. Add-on endorsement requirements in history, political science, geography, and economics. The candidate shall have:

- 1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and hold a teaching license with an endorsement in history, political science, geography, or economics; and
- 2. Completed 21 semester hours of coursework in the additional social science area - history, political science, geography, or economics for which the add-on endorsement is sought.

**8VAC20-23-400. Journalism (add-on endorsement).**

Endorsement requirements. The candidate shall have:

- 1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area; and
- 2. Completed a minimum of 15 semester hours in journalism.

**8VAC20-23-410. Keyboarding (add-on endorsement).**

Endorsement requirements. The candidate shall have:

- 1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area; and
- 2. Completed 6 semester hours in keyboarding. Three of the six semester hours may be from either formal keyboarding instruction or documented demonstrated mastery of the touch keyboarding skill, and three semester hours shall include document formatting skills, word processing, and computer applications.

**8VAC20-23-420. Library media preK-12.**

Endorsement requirements. The candidate shall have:

- 1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved preparation program in school library media; or
- 2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed 24 semester hours distributed in the following areas:
  - a. Teaching for learning, including knowledge of learners and learning; effective and knowledgeable teaching; collaborative instructional partners; integration of learning



- standards and technologies; assessment of and for student learning; and the design and implementation of instruction that engages students interests and develops their ability to inquire, think critically, and gain and share knowledge: 3 semester hours;
- b. Literacy and reading, including familiarity with children's, young adult, and professional literature in multiple formats; use of a variety of strategies to promote reading for enjoyment and information; collection development to support diverse learning needs; and collaboration to reinforce reading instructional strategies: 6 semester hours;
- c. Information and knowledge, including efficient and ethical information-seeking behavior, ethical and equitable access to information, design and delivery of authentic learning through current and emerging technology, and the use of evidence-based action research to create and share knowledge: 6 semester hours;
- d. Advocacy and leadership, including networking with the library community, commitment to professional development, leadership in articulating the role of the school library program in the educational community and in student learning, and advocacy for school library programs, resources, and services: 3 semester hours; and
- e. Program management and administration, including planning, developing, implementing, and evaluating library programs, collections, and facilities; personnel; funding; organization of materials; professional ethics; and strategic planning and program assessment: 6 semester hours.
3. Supervised school library media practicum. Experiences shall include clinical experience to give the applicant an opportunity to apply the skills, knowledge, and competencies required for the endorsement. One year of successful, full-time experience as a school librarian in a public or accredited nonpublic school may be accepted in lieu of the supervised practicum.

### **8VAC20-23-430. Mathematics.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in mathematics; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed a major in mathematics or 36 semester hours of coursework distributed in each of the following areas:
  - a. Algebra. Experience shall include linear algebra (matrices, vectors, and linear transformations) and abstract algebra (ring, group, and field theory);
  - b. Geometry. Experience shall include Euclidean and non-Euclidean geometries;
  - c. Analytic geometry;
  - d. Probability and statistics;
  - e. Discrete mathematics. Experience shall include the study of mathematical properties of finite sets and systems and linear programming;
  - f. Calculus. Experience shall include multivariable calculus;
  - g. Mathematical modeling; and

h. Computer science, including two programming languages.

**8VAC20-23-440. Mathematics – algebra I (add-on endorsement).**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area; and
2. Either:
  - a. Completed an approved teacher preparation program in Algebra I; or
  - b. Completed 24 semester hours that include coursework in each of the following areas:
    - (1) Elementary functions, introductory college algebra, and trigonometry;
    - (2) Linear algebra;
    - (3) Calculus;
    - (4) Euclidean geometry;
    - (5) Probability and statistics;
    - (6) Discrete mathematics;
    - (7) Mathematical modeling; and
    - (8) Methods of teaching algebra.

**8VAC20-23-450. Music education – instrumental preK-12.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in music education - instrumental; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed 42 semester hours of coursework distributed in each of the following areas:
  - a. Basic music knowledge. Experiences shall be related to music theory, music history, and literature: 18 semester hours;
  - b. Musical performance. Experiences shall consist of developing competency in a primary performance medium (band or orchestral instrument), in a secondary performance medium (band, orchestral, or keyboard instrument), and in teaching, rehearsing, and conducting ensembles: 18 semester hours; and
  - c. Electives with coursework selected from either of the two areas listed in subdivisions 2 a and 2 b of this section: 6 semester hours.

**8VAC20-23-460. Music education – vocal/choral preK-12.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from a regionally an accredited college or university institution and graduated from an approved teacher preparation program in music education - vocal/choral; or
2. Earned a baccalaureate degree from a regionally an accredited college or university institution and completed 42 semester hours of coursework distributed in each of the following areas:
  - a. Basic music knowledge. Experiences shall be related to music theory, music history, and literature: 18 semester hours;
  - b. Musical performance. Experiences shall consist of developing competency in a primary and secondary medium, selected from voice or keyboard, and in teaching, rehearsing, and conducting ensembles: 18 semester hours; and
  - c. Electives with coursework selected from either of the two areas listed in subdivisions 2 a and 2 b of this section: 6 semester hours.

### **8VAC20-23-470. Science – biology.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from a regionally an accredited college or university institution and graduated from an approved teacher preparation program in biology;
2. Earned a baccalaureate degree from a regionally an accredited college or university 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; or
3. Earned an endorsement in another science discipline and completed at least 18 semester hours in biology, including at least one course in each of the following areas: genetics, biochemistry/molecular biology or cell biology, botany, zoology, anatomy/physiology, and evolutionary biology or ecology.

### **8VAC20-23-480. Science – chemistry.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from a regionally an accredited college or university institution and graduated from an approved teacher preparation program in chemistry;
2. Earned a baccalaureate degree from a regionally an accredited college or university institution 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; or
3. Earned an endorsement in another science discipline and completed at least 18 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.

### **8VAC20-23-490. Science – Earth science.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in Earth science;
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed a major in Earth science, geology, or environmental science with a 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; or
3. Earned an endorsement in another science discipline and completed at least 18 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.

### **8VAC20-23-500. Science – physics.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in physics;
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** 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 competencies required for the endorsement; or
3. Earned an endorsement in another science discipline and at least 18 semester hours in physics, including preparation in each of the following areas: mechanics, electricity and magnetism, optics, and modern physics.

### **8VAC20-23-510. Special education – adapted curriculum K-12.**

Endorsement requirements: The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved program in special education - adapted curriculum; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed 27 semester hours in the education of students with disabilities as distributed in the following areas:
  - a. Core coursework: 12 semester hours distributed among the following areas:
    - (1) Foundations: 3 semester hours. Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state regulatory requirements; and expectations associated with identification, education, and evaluation of students with disabilities;
    - (2) Assessment and evaluation: 3 semester hours. Includes an understanding and application of the foundation of assessment and evaluation related to best practices in

special education, including types and characteristics of assessment, introduction to formal and informal assessment, and the use of assessments and other information to determine special education eligibility, service delivery, curriculum, and instruction of students with disabilities. Understanding of the current legal and ethical issues related to assessment selection and use, including comprehensive evaluation requirements, students with disabilities participation in the state and local accountability systems, assessment options, appropriate grading and testing accommodations, and assessment of students from diverse backgrounds.

(3) Collaboration that includes skills in consultation, case management, co-teaching, and collaboration: 3 semester hours. Includes understanding roles and responsibilities, knowledge and application of effective communication skills and of culturally responsive practices and strategies, and the ability to develop home, school, and community partnerships to address the needs of students with disabilities.

(4) Management of classroom instruction and behaviors: 3 semester hours. Includes an understanding and knowledge of research-based classroom management techniques, positive behaviors supports, and individual interventions and a demonstrated ability to create a safe, orderly classroom environment, including classroom organization, instructional design, and establishment of classroom routines and procedures. Knowledge of the elements of effective instructional planning, differentiation of instruction, and other instructional approaches to enhance student engagement and achievement. Understanding of behavior assessments, data collection and analysis, and development and monitoring of behavior intervention plans.

b. Adapted curriculum coursework: 15 semester hours of coursework distributed in the following areas:

(1) Characteristics: 3 semester hours. Skills in this area include the ability to demonstrate knowledge of the characteristics, including medical and health conditions, and learning and support needs of students with disabilities (K-12) whose cognitive and functional skills are significantly different from typically developing peers and therefore require adaptations to the general curriculum for an appropriate education, including, but not limited to, students with autism spectrum disorders, developmental delay, intellectual disability, traumatic brain injury, and multiple disabilities including sensory, deaf-blindness, speech-language, orthopedic and other health impairments as an additional disability to those referenced above.

(2) Individualized education program (IEP) implementation: 3 semester hours. Knowledge of the eligibility process and legal and regulatory requirements of IEP development, including timelines, components, team composition, roles, and responsibilities. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instruction, program, goal development, modifications, adaptations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual

educational planning and group instruction with students with disabilities in an adapted curriculum across the K-12 grade levels.

(3) Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, age-appropriate transition assessments, career development, life skills, community experiences and resources, and self-determination to include goal setting, decision making, problem solving, self-awareness and self-advocacy, guardianship, and other legal considerations.

(4) Instructional methods and strategies for the adapted curriculum: 3 semester hours. An understanding and application of service delivery, curriculum, and instruction of students with disabilities who need an adapted curriculum. Knowledge of the general curriculum requirements and expectations and how to provide access to the curriculum based on student characteristics and needs. Skills in this area include the ability to understand and use a range of modifications, adaptations, special instructional strategies, and research-based interventions that reflect best practice in reading, writing, and mathematics instruction for students with more significant disabilities; ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments; knowledge of available assistive and instructional technologies, including alternative communication methods and systems to promote learning and independence for students with disabilities in the adaptive curriculum and the ability to evaluate its effectiveness; ability to develop and use curriculum-based and standardized assessment to conduct ongoing evaluations of instructional material and practices to determine effectiveness and assess student needs as they relate to curriculum design and delivery; ability to modify and adapt instructional content in a variety of settings and collaborate with general education content teachers to develop and implement instructional practices that meet the needs of students with disabilities in the adapted curriculum and monitor student progress.

(5) Individualized supports and specialized care of students with significant disabilities: 3 semester hours. Knowledge of and ability to implement adapted strategies to address the positioning, handling, communication, personal care, and medical needs of students with significant disabilities. Knowledge and understanding of the roles of related disciplines and service providers in collaborative planning and service delivery. Demonstration of the ability to develop and utilize a blended curriculum design to address disability-specific or unique needs such as feeding and communication while addressing the adapted curriculum requirements.

### **8VAC20-23-520. Special education blindness and visual impairments preK-12.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from a regionally an accredited college or university institution and graduated from an approved teacher preparation program in special education visual impairments preK-12; or
2. Earned a baccalaureate degree from a regionally an accredited college or university institution and completed a major in special education blindness and visual impairments

or 30 semester hours in education of students with visual impairments, distributed with at least one course in each of the following areas:

- a. Characteristics of students with visual impairment: 3 semester hours. Provides an overview of the characteristics of and services to persons with visual impairments, including the impact of visual impairment on infant and child growth and development, child and adolescent emotional and social development, and family interaction patterns. Includes the educational, conceptual, psychosocial, and physical implications of a visual impairment.
- b. Foundations: 3 semester hours. Includes knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include understanding and application of the regulatory requirements; and expectations associated with identification, education, and evaluation of students with disabilities.
- c. Braille code: 3 semester hours. Includes the literary code of Braille, its implications for educational and literacy programs for students with visual disabilities and how to teach the Braille code to students with visual impairments.
- d. Braille reading and writing: 3 semester hours. Includes instruction in the various technologies used by students who use Braille; basic instruction on transcription of advanced Braille codes, including uncontracted and contracted Unified English Braille, including music, foreign language, chemistry, and Nemeth code (Braille mathematics code); techniques for teaching skills in each code; and technology tools used to create Braille and tactile materials in addition to other assistive technologies used for instruction in mathematics and science.
- e. Medical and educational implications of visual impairment: 3 semester hours. Includes anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development.
- f. Assistive technology for students with sensory impairment: 3 semester hours. Introduces specific technology and resources available to enhance and improve ability of individuals with sensory disabilities and includes literacy skill development of students who are blind or visually impaired using technology.
- g. Curriculum and assessment: 3 semester hours. Includes knowledge of educational assessments used with students with visual impairments and additional disabilities including deaf-blindness. Addresses assessment of technology needs of students with visual impairments, including functional vision assessments, learning media assessments, assistive technology, and assessment in areas of the expanded core curriculum; application of assessment results to development of the individualized education program (IEP); planning for placement; and services and accommodations for students with visual impairments.
- h. Positive behavior intervention supports: 3 semester hours. Includes understanding of research-based, positive behavior intervention supports and individual interventions; knowledge of the elements of effective instructional planning, differentiation of instruction, and other instructional approaches to enhance student engagement and achievement; and understanding of behavior assessments, data collection and analysis, development and monitoring of behavior intervention plans.

i. Collaboration: 3 semester hours. Includes skills in consultation, case management, co-teaching, and collaboration that include understanding roles and responsibilities, knowledge and application of effective communication skills, of culturally responsive practices and strategies, and the ability to develop home, school, and community partnerships to address the needs of students who are visually impaired.

j. Teaching methods: 3 semester hours. Skills in this area include:

(1) Methods of teaching compensatory skills, the core curriculum, and technology used by students who are blind and visually impaired; introduces individual family service plans (IFSPs); and includes understanding and application of development and implementation of the IEP, including service delivery, curriculum, and instruction of students who are visually impaired.

(2) Knowledge of the general curriculum requirements and expectations and how to provide access to the curriculum based on student characteristics and needs.

(3) Ability to assess, interpret data, and implement instructional practices to address the identified needs of the students. Skills in this area include the ability to identify, understand, and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in instruction for students who are visually impaired.

(4) Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments.

(5) Ability to develop and use curriculum-based and standardized assessments to conduct ongoing evaluations of instructional materials and practices to assess student needs as they relate to curriculum design and delivery.

(6) Ability to model and directly teach instructional strategies in a variety of settings, and monitor student progress.

(7) Ability to adapt materials and procedures to meet the needs of students with visual impairments.

k. Orientation and mobility. Includes the components of orientation and mobility (O&M); how the need for independent travel in the blind population created the field of O&M; and the philosophy and history of O&M, including cane instruction, dog guides, and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized.

### **8VAC20-23-530. Special education deaf and hard of hearing preK-12.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in special education deaf and hard of hearing; or

2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** 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 distributed in the following areas:

a. Foundations: 3 semester hours. Includes knowledge of the foundation for educating students with disabilities; historical, ethical and legal aspects that include



understanding and application of the regulatory requirements; and expectations associated with identification, education, and evaluation of students with disabilities.

b. Characteristics: 3 semester hours. Includes the ability to demonstrate knowledge of etiologies of hearing loss, definitions, characteristics, learning, and support needs of students who are deaf and hard of hearing from pre-K through secondary levels, who may be using various communication modalities/languages and who may have additional disabilities.

c. Assessment and evaluation: 3 semester hours. Includes an understanding and application of the foundation of assessment and evaluation related to best practices, including types and characteristics of assessments, formal and informal assessment, and the use of assessment information to determine special education eligibility and inform service delivery, curriculum, accommodations, instructional methods, and student progress. Understanding comprehensive evaluation requirements, participation of students with disabilities in state and local accountability systems, assessment options, appropriate testing accommodations, and assessment of students from diverse backgrounds.

d. Instructional planning: 3 semester hours. Includes the following:

(1) Familiarity with individual family service plans (IFSPs).

(2) An understanding and application of development and implementation of the individualized education program (IEP) including service delivery, curriculum, and instruction of students who are deaf and hard of hearing and in transition.

(3) Knowledge of the general curriculum requirements and expectations and how to provide access to the curriculum based on student characteristics and needs.

(4) Ability to assess, interpret data, and implement instructional practices to address the identified needs of the students. Skills in this area include the ability to identify, understand, and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in instruction for students who are deaf and hard of hearing.

(5) Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments.

(6) Ability to develop and use curriculum-based and standardized assessments to conduct ongoing evaluations of instructional materials and practices to assess student needs as they relate to the curriculum design and delivery.

(7) Ability to model and directly teach instructional strategies in a variety of settings, collaborate with general educators to develop and implement instructional practices that meet the needs of students who are deaf and hard of hearing, and monitor student progress.

e. Speech, language, and literacy development: 3 semester hours. Includes an understanding of the normal developmental sequence of speech, language (oral, signed, and written), auditory, and cognitive milestones, varying methodologies and strategies used in assessing language skills (through the air and spoken) of a student who is deaf and hard of hearing; demonstrate skills necessary to foster and enhance language development and communication skills in students who are deaf and hard of hearing including American Sign Language, cued speech, and listening and spoken

language skills. Ability to model and directly teach instructional strategies that foster language and literacy development.

f. Classroom and behavior management: 3 semester hours. Includes an understanding and knowledge of research-based classroom management techniques, positive behavior intervention supports and individual interventions; and demonstrated ability to create a safe, orderly classroom environment including classroom organization, instructional design, and establishment of classroom routines and procedures. Knowledge of the elements of effective instructional planning, differentiation of instruction, and other instructional approaches to enhance student engagement and achievement. Understanding of behavior assessments, data collection and analysis, development, and monitoring of behavior intervention plans

g. Audiology and speech and hearing science: 3 semester hours. Understanding of the basic principles of sound reception and production including neuroanatomy of speech and hearing mechanisms and physical characteristics and measurement of acoustic stimuli; biological, neurological, and acoustic bases of communication; reading and interpreting audiograms and other audiologic assessments used in determining eligibility; knowledge of types, degrees, and effects of hearing loss on developmental domains; relevance of age of onset, age of identification of hearing loss, and age of amplification and intervention in speech and language development; ability to troubleshoot hearing aids, external components of cochlear implants, and other assistive listening devices; and ability to foster development of listening skills.

h. Collaboration: 3 semester hours. Includes skills in consultation, case management, co-teaching, and collaboration that includes understanding roles and responsibilities, knowledge and application of effective communication skills, of culturally responsive practices and strategies, and the ability to develop home, school, and community partnerships to address the needs of students who are deaf and hard of hearing.

i. Communication modalities: 3 semester hours. Includes introduction to the various communication modalities used by students who are deaf and hard of hearing, including listening and spoken language, cued speech, speech reading, and through the air communication including use of American Sign Language (ASL) and contact varieties of signed language and coursework to learn ASL.

#### **8VAC20-23-540. Special education early childhood (birth-age five years).**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in early childhood special education; or

2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed a major in early childhood special education or 27 semester graduate hours in early childhood special education, including at least one course in each of the following:

a. Foundations and legal aspects of special education: 3 semester hours;

b. Assessment for diagnosis, program planning, and curriculum-based measurement to document progress for young children with typical development, disabling, and at-risk conditions: 3 semester hours;

- c. Curriculum and instructional programming for preschool: 3 semester hours;
- d. Speech and language development and intervention: 3 semester hours;
- e. Medical aspects: 3 semester hours;
- f. Social and emotional skills and behavior management for early childhood: 3 semester hours;
- g. Consultation, co-teaching, coaching, and mentoring: 3 semester hours;
- h. Family-centered intervention: 3 semester hours; and
- i. Early childhood elective: 3 semester hours.

**8VAC20-23-550. Special education – general curriculum K-12.**

Endorsement requirements: The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and graduated from an approved program in special education - general curriculum; or
2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed 27 semester hours in the education of students with disabilities distributed in the following areas:
  - a. Core coursework: 12 semester hours distributed among the following areas:
    - (1) Foundations: 3 semester hours. Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state regulatory requirements; and expectations associated with identification, education, and evaluation of students with disabilities.
    - (2) Assessment and evaluation: 3 semester hours. Includes an understanding and application of the foundation of assessment and evaluation related to best practice in special education, including types and characteristics of assessment, introduction to formal and informal assessment, and the use of assessments and other information to determine special education eligibility, service delivery, curriculum, and instruction of students with disabilities. Understanding of the current legal and ethical issues related to assessment selection and use, including comprehensive evaluation requirements, students with disabilities participation in the state and local accountability systems, assessment options, appropriate grading and testing accommodations, and assessment of students from diverse backgrounds.
    - (3) Collaboration that includes skills in consultation, case management, co-teaching, and collaboration: 3 semester hours. Includes understanding roles and responsibilities, knowledge and application of effective communication skills and of culturally responsive practices and strategies and the ability to develop home, school, and community partnerships to address the needs of students with disabilities.
    - (4) Management of classroom instruction and behaviors: 3 semester hours. Includes an understanding and knowledge of research-based classroom management techniques, positive behavior support, and individual interventions and a demonstrated ability to create a safe, orderly classroom environment, including classroom organization, instructional design, and establishment of classroom routines and procedures. Knowledge of the elements of effective instructional planning,

differentiation of instruction, and other instructional approaches to enhance student engagement and achievement. Understanding of behavior assessments, data collection and analysis, development, and monitoring of behavior intervention plans.

b. General curriculum coursework: 15 semester hours distributed in the following areas:

(1) Characteristics: 3 semester hours. Skills in this area shall include the ability to demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities who are accessing the general education curriculum at the elementary, middle, and high school levels, including students with learning disabilities, emotional disability, and intellectual disabilities; developmental delay; autism; other health impairments; traumatic brain injury; and multiple disabilities.

(2) Individualized education program development and implementation: 3 semester hours. Knowledge of the eligibility process and legal and regulatory requirements of IEP development, including timelines, components, team composition, and roles and responsibilities. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instructional program, goal development, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels.

(3) Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families and community agencies to provide successful student transitions throughout the educational experience to include postsecondary education training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations.

(4) Instructional strategies in reading and writing: 3 semester hours. Skills in this area include:

(a) An understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing.

(b) Knowledge of the general curriculum, English requirements and expectations, and how to provide access to the curriculum based on student characteristics and needs.

(c) Ability to assess, interpret data, and implement instructional practices to address the identified reading needs of the students. Skills in this area include the ability to identify, understand, and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in reading and writing instruction for students with disabilities.

(d) Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments.

(e) Knowledge and ability to utilize current assistive and instructional reading and writing technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies.

(f) Ability to develop and use curriculum-based and standardized reading and writing assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as they relate to the curriculum design and delivery.

(g) Ability to model and directly teach reading and writing instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the general curriculum, and monitor student progress.

(5) Instructional strategies in mathematics: 3 semester hours. Skills in this area include:

(a) An understanding and application of service delivery, curriculum, and instruction of students with disabilities in mathematics.

(b) Knowledge of the general curriculum mathematics requirements and expectations and how to provide access to the curriculum based on student characteristics and needs.

(c) Ability to assess, interpret data, and implement instructional practices to address calculations, reasoning, and problem-solving skills. Skills in this area include the ability to understand and use a range of specialized mathematics instructional strategies and research-based interventions that reflect best practice in mathematics instruction for students with disabilities.

(d) Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments.

(e) Knowledge of and ability to utilize current mathematics related assistive and instructional technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies.

(f) Ability to develop and use curriculum-based and standardized mathematics assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as they relate to the mathematics curriculum design and delivery.

(g) Ability to model and directly teach mathematics instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the mathematics general curriculum, and monitor student progress.

### **8VAC20-23-560. Special education – general curriculum K-6 (add-on endorsement).**

Endorsement requirements: The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** 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.

2. Completed 15 semester hours in the education of students with disabilities distributed in each of the following areas:

a. Foundations: 3 semester hours. Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state regulatory requirements; and expectations associated with identification, education, and evaluation of students with disabilities.

b. Individualized education program development and implementation: 3 semester hours. Knowledge of the eligibility process and legal and regulatory requirements of IEP development, including timelines, components, team composition, and roles and responsibilities. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instructional, program, goal development, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels.

c. Assessment and evaluation: 3 semester hours. Includes an understanding and application of the foundation of assessment and evaluation related to best practice in special education, including types and characteristics of assessment, introduction to formal and informal assessment, and the use of assessments and other information to determine special education eligibility, service delivery, curriculum, and instruction of students with disabilities. Understanding of the current legal and ethical issues related to assessment selection and use, including comprehensive evaluation requirements, students with disabilities' participation in the state and local accountability systems, assessment options, appropriate grading and testing accommodations, and assessment of students from diverse backgrounds.

d. Instructional strategies in reading and writing: 3 semester hours. Skills in this area include:

(1) An understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing.

(2) Knowledge of the general curriculum, English requirements and expectations, and how to provide access to the curriculum based on student characteristics and needs.

(3) Ability to assess, interpret data, and implement instructional practices to address the identified reading needs of the students. Skills in this area include the ability to identify, understand, and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in reading and writing instruction for students with disabilities.

(4) Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments.

(5) Knowledge and ability to utilize current assistive and instructional reading and writing technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies.

(6) Ability to develop and use curriculum-based and standardized reading and writing assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as they relate to the curriculum design and delivery.

(7) Ability to model and directly teach reading and writing instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the general curriculum, and monitor student progress.

e. Instructional strategies in mathematics: (3 semester hours). Skills in this area include:

(1) An understanding and application of service delivery, curriculum, and instruction of students with disabilities in mathematics.

(2) Knowledge of the general curriculum mathematics requirements and expectations and how to provide access to the curriculum based on student characteristics and needs.

(3) Ability to assess, interpret data, and implement instructional practices to address calculations, reasoning, and problem-solving skills. Skills in this area include the ability to understand and use a range of specialized mathematics instructional strategies and research-based interventions that reflect best practice in mathematics instruction for students with disabilities.

(4) Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments.

(5) Knowledge of and ability to utilize current mathematics-related assistive and instructional technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies.

(6) Ability to develop and use curriculum-based and standardized mathematics assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as they relate to the mathematics curriculum design and delivery.

(7) Ability to model and directly teach mathematics instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the mathematics general curriculum, and monitor student progress.

3. Completed a practicum of at least 45 instructional hours. This practicum shall include a minimum of 45 instructional hours of successful teaching experiences with students with disabilities accessing the general curriculum in a public or an accredited nonpublic school. In lieu of the practicum, one year of successful, full-time teaching experience with students with disabilities accessing the general curriculum in a public or an accredited nonpublic school may be accepted provided the teacher is assigned a mentor holding a valid license with an endorsement in special education.

**8VAC20-23-570. Special education – general curriculum middle grades 6-8 (add-on endorsement).**

Endorsement requirements: The candidate shall have:

1. Earned a baccalaureate degree from a regionally an accredited college or university institution and hold a license issued by the Virginia Board of Education with an endorsement in middle 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.
2. Completed 15 semester hours in the education of students with disabilities distributed in each of the following areas:
  - a. Foundations: 3 semester hours. Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state regulatory requirements; and expectations associated with identification, education, and evaluation of students with disabilities.
  - b. Individualized education program development and implementation: 3 semester hours. Knowledge of the eligibility process and legal and regulatory requirements of IEP development, including timelines, components, team composition, and roles and responsibilities. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instructional, program, goal development, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels.
  - c. Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families and community agencies to provide successful student transitions throughout the educational experience to include postsecondary education training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations.
  - d. Instructional strategies in reading and writing: 3 semester hours. Skills in this area include:
    - (1) An understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing.
    - (2) Knowledge of the general curriculum, English requirements and expectations, and how to provide access to the curriculum based on student characteristics and needs.
    - (3) Ability to assess, interpret data, and implement instructional practices to address the identified reading needs of the students. Skills in this area include the ability to identify, understand, and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in reading and writing instruction for students with disabilities.



(4) Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments.

(5) Knowledge and ability to utilize current assistive and instructional reading and writing technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies.

(6) Ability to develop and use curriculum-based and standardized reading and writing assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as it relates to the curriculum design and delivery.

(7) Ability to model and directly teach reading and writing instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the general curriculum, and monitor student progress.

e. Instructional strategies in mathematics: (3 semester hours). Skills in this area include:

(1) An understanding and application of service delivery, curriculum, and instruction of students with disabilities in mathematics.

(2) Knowledge of the general curriculum mathematics requirements and expectations and how to provide access to the curriculum based on student characteristics and needs.

(3) Ability to assess, interpret data, and implement instructional practices to address calculations, reasoning and problem-solving skills. Skills in this area include the ability to understand and use a range of specialized mathematics instructional strategies and research-based interventions that reflect best practice in mathematics instruction for students with disabilities.

(4) Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments.

(5) Knowledge of and ability to utilize current mathematics-related assistive and instructional technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies.

(6) Ability to develop and use curriculum-based and standardized mathematics assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as they relate to the mathematics curriculum design and delivery.

(7) Ability to model and directly teach mathematics instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the mathematics general curriculum, and monitor student progress.

3. Completed a practicum of at least 45 instructional hours. This practicum shall include a minimum of 45 instructional hours of successful teaching experiences with students with disabilities accessing the general curriculum in a public or an accredited nonpublic school. In lieu of the practicum, one year of successful, full-time teaching experience with students

with disabilities accessing the general curriculum in a public or an accredited nonpublic school may be accepted provided the teacher is assigned a mentor holding a valid license with an endorsement in special education.

**8VAC20-23-580. Special education – general curriculum secondary grades 6-12 (add-on endorsement).**

Endorsement requirements: The candidate shall have:

1. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** 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.
2. Completed 15 semester hours in the education of students with disabilities distributed in each of the following areas:
  - a. Foundations: 3 semester hours. Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state regulatory requirements; and expectations associated with identification, education, and evaluation of students with disabilities.
  - b. Individualized education program development and implementation: 3 semester hours. Knowledge of the eligibility process and legal and regulatory requirements of IEP development, including timelines, components, team composition, and roles and responsibilities. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instructional, program, goal development, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels.
  - c. Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families and community agencies to provide successful student transitions throughout the educational experience to include postsecondary education training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations.
  - d. Instructional strategies in reading and writing: 3 semester hours. Skills in this area include:
    - (1) An understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing.
    - (2) Knowledge of the general curriculum, English requirements and expectations, and how to provide access to the curriculum based on student characteristics and needs.
    - (3) Ability to assess, interpret data, and implement instructional practices to address the identified reading needs of the students. Skills in this area include the ability to

identify, understand, and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in reading and writing instruction for students with disabilities.

(4) Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments.

(5) Knowledge and ability to utilize current assistive and instructional reading and writing technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies.

(6) Ability to develop and use curriculum-based and standardized reading and writing assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as they relate to the curriculum design and delivery.

(7) Ability to model and directly teach reading and writing instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the general curriculum, and monitor student progress.

e. Instructional strategies in mathematics: (3 semester hours). Skills in this area include:

(1) An understanding and application of service delivery, curriculum, and instruction of students with disabilities in mathematics.

(2) Knowledge of the general curriculum mathematics requirements and expectations and how to provide access to the curriculum based on student characteristics and needs.

(3) Ability to assess, interpret data, and implement instructional practices to address calculations, reasoning, and problem-solving skills. Skills in this area include the ability to understand and use a range of specialized mathematics instructional strategies and research-based interventions that reflect best practice in mathematics instruction for students with disabilities.

(4) Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments.

(5) Knowledge of and ability to utilize current mathematics-related assistive and instructional technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies.

(6) Ability to develop and use curriculum-based and standardized mathematics assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as they relate to the mathematics curriculum design and delivery.

(7) Ability to model and directly teach mathematics instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the mathematics general curriculum, and monitor student progress.

3. Completed a practicum of at least 45 instructional hours. This practicum shall include a minimum of 45 instructional hours of successful teaching experiences with students with disabilities accessing the general curriculum in a public or an accredited nonpublic school. In lieu of the practicum, one year of successful, full-time teaching experience with students with disabilities accessing the general curriculum in a public or an accredited nonpublic school may be accepted provided the teacher is assigned a mentor holding a valid license with an endorsement in special education.

### **8VAC20-23-590. Speech communication (add-on endorsement).**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from **a-regionally an** accredited ~~college or university~~ **institution** and a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area; and
2. Completed a minimum of 15 semester hours in speech communication.

### **8VAC20-23-600. Theatre arts preK-12.**

A. Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from **a-regionally an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in theatre arts; or
2. Earned a baccalaureate degree from **a-regionally an** accredited ~~college or university~~ **institution** and completed a major in theatre arts or 33 semester hours distributed among the following areas:
  - a. Directing: 6 semester hours;
  - b. Technical theatre: 9 semester hours;
  - c. Cultural context and theatre history: 3 semester hours;
  - d. Performance: 6 semester hours; and
  - e. Dramatic literature: 9 semester hours.

B. Add-on endorsement requirements in theatre arts preK-12. The candidate shall have:

1. Earned a baccalaureate degree from **a-regionally an** accredited ~~college or university~~ **institution** and hold a license issued by the Virginia Board of Education with a teaching endorsement in a teaching area; and
2. Completed 15 semester hours distributed in the following areas:
  - a. Directing: 3 semester hours;
  - b. Technical theatre: 3 semester hours;
  - c. Cultural context and theatre history: 3 semester hours; and
  - d. Performance: 6 semester hours.

### **8VAC20-23-610. Visual arts preK-12.**

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from **a-regionally an** accredited ~~college or university~~ **institution** and graduated from an approved teacher preparation program in visual arts; or

2. Earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed a major in visual arts or 36 semester hours in art distributed in the following areas:

- a. Two-dimensional media: 12 semester hours;
- b. Three-dimensional media: 12 semester hours;
- c. Cultural context and art history: 6 semester hours;
- d. Evaluation and criticism and aesthetics: 3 semester hours; and
- e. Related areas of the fine arts: 3 semester hours.

### **8VAC20-23-620. Administration and supervision preK-12.**

A. An endorsement in administration and supervision preK-12 consists of Level I, which is required to serve as a building-level administrator or central office instructional supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire. Individuals shall meet the requirements for the administration and supervision preK-12 endorsement through one of the four options listed in this section. A school leader's assessment prescribed by the Virginia Board of Education shall be passed for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Virginia Board of Education.

B. Level I, Option I: Approved program route to Level I administration and supervision preK-12 endorsement. To become eligible for a Level I endorsement under this option, the candidate shall have:

1. Earned a master's degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution**;
2. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia;
3. Completed an approved program in administration and supervision from ~~a regionally~~ **an** accredited ~~college or university~~ **institution**;
4. Completed a deliberately structured and supervised internship that is focused on student academic progress for all students and that:
  - a. Provides significant experiences within a school environment for candidates to synthesize and apply content knowledge and develop professional skills through school-based leadership experiences;
  - b. Shall occur in a public or accredited nonpublic school;
  - c. Provides exposure to five different multiple sites, such as elementary, middle, high, central office, and agency, with diverse student populations; and
  - d. Documents a minimum of 320 clock hours, of which 120 clock hours are embedded as experiential field-based opportunities experienced during coursework; and
5. Satisfied the requirements for the school leaders licensure assessment prescribed by the Virginia Board of Education. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional

personnel are not required to take and pass the school leaders assessment prescribed by the Virginia Board of Education.

C. Level I, Option II: Alternate route to Level I administration and supervision preK-12 endorsement restricted to the Virginia school division in which the superintendent submitted the recommendation for endorsement. This endorsement is valid only in the designated Virginia school division and would not be portable or reciprocal. In order to be eligible for Level I endorsement under this option, the candidate shall have:

1. Earned a master's degree from ~~a regionally~~ an accredited ~~college or university~~ institution;
2. Completed graduate coursework in school law, evaluation of instruction, and other areas of study as required by an employing Virginia school superintendent. The graduate coursework shall be taken from ~~a regionally~~ an accredited ~~college or university~~ institution that has a state-approved administration and supervision program;
3. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia;
4. Satisfied the requirements for the school leaders licensure assessment specified by the Virginia Board of Education; and
5. Been recommended by the superintendent in the employing Virginia school division.

D. Level I, Option III: Alternate route to Level I administration and supervision preK-12 endorsement. In order to be eligible for Level I endorsement under this option, the candidate shall have:

1. Earned a master's degree from ~~a regionally~~ an accredited ~~college or university~~ institution;
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 ~~a regionally~~ an accredited ~~college or university~~ institution that has a state-approved administration and supervision program, or the candidate shall have completed school law, school finance, and a research-based program approved by the Virginia Department of Education that includes organizational leadership, instructional leadership, instructional practices in content areas, data utilization, evaluation and instructional coaching, and creating positive school cultures;
3. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia;
4. Satisfied the requirements for the school leaders licensure assessment specified by the Virginia Board of Education; and
5. Been recommended by the superintendent in the employing Virginia school division.

E. Level I, Option IV: Out-of-state administration and supervision endorsement. Virginia does not issue a stand-alone license in administration and supervision. The endorsement is added to a license. The candidate shall have:

1. Earned a master's degree from ~~a regionally~~ an accredited ~~college or university~~ institution;

2. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position;
3. Satisfied the requirements for the school leaders licensure assessment specified by the Virginia Board of Education; and
4. 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 ~~a regionally~~ **an** accredited ~~college or university~~ **institution** leading to an endorsement as a building-level administrator.

F. Level II: Principal of Distinction endorsement in administration and supervision preK-12. A building-level administrator may seek the Principal of Distinction, Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or an accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn the Principal of Distinction, Level II endorsement, the candidate shall meet two or more of the following criteria as specified by the Virginia Board of Education and documented in a Virginia Department of Education approved format and be recommended by the employing Virginia school division superintendent:

1. Evidence of improved student achievement;
2. Evidence of effective instructional leadership;
3. Evidence of positive effect on school climate or culture;
4. Earned doctorate in educational leadership or evidence of formal professional development in the areas of school law, school finance, supervision, human resource management, and instructional leadership; or
5. Evidence of completion of a high-quality professional development project designed by the division superintendent.

### **8VAC20-23-630. Division Superintendent License.**

An individual may be a candidate for the list of eligible division superintendents and the renewable Division Superintendent License through the completion of the requirements in one of the following four options:

1. Option I. The individual shall have:
  - a. Earned a doctorate degree in educational administration or educational leadership from ~~a regionally~~ **an** accredited ~~college or university~~ **institution**; and
  - b. Completed five years of educational experience in a public or an accredited nonpublic school, two years of which shall be successful, full-time teaching experience at the preK-12 level and two years of which shall be in administration and supervision at the preK-12 level.
2. Option II. The individual shall have:
  - a. Earned a master's degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and successfully completed 30 graduate semester hours beyond the conferral date of the master's degree;
  - b. Completed requirements for administration and supervision preK-12 endorsement that includes the demonstration of competencies in the following areas:

(1) Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including:

(a) Principles of student motivation, growth, and development as a foundation for age-appropriate and grade-appropriate curriculum, instruction, and assessment;

(b) Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;

(c) Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;

(d) Collaborative planning and implementation of a variety of assessment techniques, including examination of student work that yields individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;

(e) Incorporation of differentiated and effective instruction that responds to individual learner needs, including appropriate response to cultural, ethnic, and linguistic diversity;

(f) Knowledge, understanding, and application of the federal and state regulatory requirements and expectations associated with identification, education, and evaluation of students with disabilities;

(g) Collaboratively working with parents and school personnel to ensure that students with disabilities are included as a valued part of the school community and that they receive effective and appropriately intensive instruction to assist them in meeting the standards set for all students, as well as individual goals outlined in their individualized education programs;

(h) Integration of technology in curriculum and instruction to enhance learner understanding;

(i) Identification, analysis, and resolution of problems using effective problem-solving techniques; and

(j) Development, articulation, implementation, and stewardship of a vision of excellence linked to mission and core beliefs that promote continuous improvement consistent with the goals of the school division.

(2) Knowledge, understanding, and application of leadership and organizations, including:

(a) The change process of systems, organizations, and individuals, using appropriate and effective adult learning models;

(b) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;

(c) Understanding information sources and processing, including data collection and data analysis strategies;

(d) Using data as a part of ongoing program evaluation to inform and lead change;

(e) Developing a change management strategy for improved student outcomes;

(f) Developing distributed leadership strategies to create personalized learning environments for diverse schools; and



(g) Practicing effective two-way communication skills including consensus building, negotiation, and mediation skills.

(3) Knowledge, understanding, and application of management and leadership skills that achieve effective and efficient organizational operations and sustain an instructional program conducive to student academic progress, including:

(a) Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division or district level;

(b) Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;

(c) Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning, and professional development models;

(d) Knowledge, understanding, and application of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals;

(e) Principles and issues related to fiscal operations of school management;

(f) Principles and issues related to school facilities and use of space and time for supporting high-quality school instruction and student learning;

(g) Legal issues impacting school operations and management;

(h) Technologies that support management functions; and

(i) Application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement.

(4) Knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community, including:

(a) Recognizing emerging issues and trends within school and community relations;

(b) Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;

(c) Developing appropriate public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners; and

(d) Integrating technology to support communication efforts.

(5) Knowledge, understanding, and application of the purpose of education and the role of professionalism in advancing educational goals, including:

(a) Philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior;

(b) Integration of high-quality, content-rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community;

(c) Reflective understanding of moral and legal consequences of decision making in the school setting;

(d) Intentional and purposeful effort to model professional, moral, and ethical standards, as well as personal integrity in all interactions; and

- (e) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.
  - (6) Knowledge, understanding, and application of leadership theories and influences that impact schools, including:
    - (a) Concepts of leadership including systems theory, change theory, learning organizations, and current leadership theory;
    - (b) Ability to identify and respond to internal and external forces and influences on a school;
    - (c) Ability to identify and apply the processes of educational policy development at the state, local, and school level; and
    - (d) Ability to identify and demonstrate ways to influence educational policy development at the state, local, and school level; and
  - c. Completed five years of successful educational experience in a public or an accredited nonpublic school, two years of which must be full-time teaching experience at the preK-12 level and two years of which must be in administration and supervision.
3. Option III. The individual shall have:
- a. Earned a master's degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution**;
  - b. A current, valid out-of-state license with an endorsement as a division or district superintendent; and
  - c. Completed five years of successful educational experience in a public or an accredited nonpublic school, two years of which must be full-time teaching experience at the preK-12 level and two years of which must be in administration and supervision.
4. Option IV. The individual shall have:
- a. Earned a master's degree or its equivalent from ~~a regionally~~ **an** accredited ~~college or university~~ **institution**;
  - b. A minimum of three years of successful, full-time experience in a senior leadership position, such as chief executive officer or senior military officer; and
  - c. Be recommended by a Virginia school board interested in employing the individual as superintendent.

**8VAC20-23-640. Mathematics specialist for elementary education.**

Endorsement requirements. The candidate shall have:

- 1. Completed at least three years of successful, full-time teaching experience in a public or accredited nonpublic school in which the teaching of mathematics was an important responsibility; and
- 2. Either:
  - a. Graduated from a graduate-level approved mathematics specialist elementary education preparation program - master's degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** required; or
  - b. Completed a graduate-level program in mathematics, mathematics education, or related education field - master's degree from ~~a regionally~~ **an** accredited ~~college or~~

~~university~~ institution required - with at least 21 semester hours undergraduate or graduate mathematics coursework distributed in the following areas: (i) number and operations; (ii) rational numbers; (iii) geometry and measurement; (iv) probability and statistics; (v) algebra and functions; and (vi) at least nine semester hours of graduate coursework pertaining to mathematics education in mathematics instructional leadership, evaluation of mathematics curriculum and instruction, mathematical learning theory, and student assessment for mathematics.

### **8VAC20-23-650. Mathematics specialist for elementary and middle education.**

Endorsement requirements. The candidate shall have:

1. Completed at least three years of successful, full-time teaching experience in a public or accredited nonpublic school in which the teaching of mathematics was an important responsibility;
2. A Virginia license with a Mathematics – algebra I (add-on) or mathematics (secondary) teaching endorsement (6-12); and
3. Either:
  - a. Graduated from a graduate-level approved mathematics specialist elementary and middle education preparation program - master's degree from ~~a regionally~~ an accredited ~~college or university~~ institution required; or
  - b. Completed a graduate-level program in mathematics, mathematics education, or related education field - master's degree from ~~a regionally~~ an accredited ~~college or university~~ institution required - with at least 21 semester hours of undergraduate or graduate mathematics coursework distributed in the following areas; (i) number and operations; (ii) rational numbers; (iii) geometry and measurement; (iv) probability and statistics; (v) algebra and functions; and (vi) at least nine semester hours of graduate coursework pertaining to mathematics education in mathematics instructional leadership, evaluation of mathematics curriculum and instruction, mathematical learning theory, and student assessment for mathematics.

### **8VAC20-23-660. Reading specialist.**

Endorsement requirements. The candidate shall have:

1. Graduated from a state-approved graduate-level reading specialist preparation program - master's degree from ~~a regionally~~ an accredited ~~college or university~~ institution 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 diagnosis and remediation of reading difficulties;
2. Satisfied the requirements for the reading specialist assessment specified by the Virginia Board of Education; and
3. At least three years of successful classroom teaching experience in which the teaching of reading was an important responsibility.

### **8VAC20-23-670. School counselor preK-12.**

Endorsement requirements.

1. Option I. The candidate shall have:
  - a. Earned a master's degree from a regionally **an** accredited ~~college or university~~ **institution** 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; and
  - b. Two years of successful, full-time teaching experience or two years of successful, full-time experience in school counseling in a public or an accredited nonpublic school. Two years of successful, full-time experience in school counseling in a public or an accredited nonpublic school under a nonrenewable Provisional License may be accepted to meet this requirement.
2. Option II. The candidate shall have:
  - a. Earned a master's degree from a regionally **an** accredited ~~college or university~~ **institution** and completed an 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; and
  - b. Two years of successful, full-time teaching experience or two years of successful, full-time experience in school counseling in a public or an accredited nonpublic school. Two years of successful, full-time experience in school counseling in a public or an accredited nonpublic school under a nonrenewable Provisional License may be accepted to meet this requirement.

#### **8VAC20-23-680. School manager license.**

A. The school manager license is intended to provide for the differentiation of administrative responsibilities in a school setting. A school manager is licensed to administer noninstructional responsibilities in an educational setting. For example, a school manager is restricted from evaluating teachers, supervising instruction, developing and evaluating curriculum, and serving as a school's student disciplinarian.

B. To earn a school manager license, the candidate shall:

1. Have earned a baccalaureate degree from a regionally **an** accredited ~~college or university~~ **institution**;
2. Have three years successful, full-time managerial experience; and
3. Be recommended for the license by a Virginia school division superintendent.

#### **8VAC20-23-690. School psychology.**

Endorsement requirements:

1. Option I. The candidate shall:
  - a. Complete an approved program in school psychology;
  - b. Earn a baccalaureate degree from a regionally **an** accredited ~~college or university~~ **institution** 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; and

- c. Complete an internship that is documented by the degree-granting institution. The internship experience shall occur on a full-time basis over a period of one year or on a half-time basis over a period of two consecutive years. The internship shall occur under conditions of appropriate supervision, that is, the school-based supervisor shall be licensed as either a school or clinical psychologist. The internship shall include experiences at multiple age levels, at least one half of which shall be in a public or accredited nonpublic school setting.
2. Option II. The candidate shall hold a currently valid certificate issued by the National School Psychology Certification Board.

### **8VAC20-23-700. School social worker.**

Endorsement requirements. The candidate shall have:

1. Earned a master's of social work degree from **a regionally an** accredited **college or university institution** with a minimum of 60 graduate-level semester hours; or earned an advanced standing master's of social work degree from **a regionally an** accredited **college or university institution** with a minimum of 30 graduate-level semester hours;
2. A minimum of six graduate semester hours in education to include six semester hours from two of the following courses:
  - a. Foundations of education and the teaching profession (3 semester hours);
  - b. Characteristics of special education (3 semester hours);
  - c. Human development and learning (3 semester hours); or
  - d. Classroom and behavior management (3 semester hours).
3. Completed a supervised practicum or field experience of a minimum of 400 clock hours in a public or an accredited nonpublic school discharging the duties of a school social worker. One year of successful, full-time experience as a school social worker in a public or an accredited nonpublic school may be accepted in lieu of the school social work practicum.

### **8VAC20-23-710. Vocational evaluator.**

Endorsement requirements:

1. Option I. The candidate shall be certified as a vocational evaluation specialist by holding a professional vocational evaluator (PVE) credential or a certified vocational evaluator (CVE) specialist credential, meeting all standards and criteria of the Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES).
2. Option II. The candidate shall have earned a master's degree in vocational evaluation, career and technical education, special education, or rehabilitation counseling from **a regionally an** accredited **college or university institution** and completed 15 graduate semester hours distributed in the following areas:
  - a. Tests and measurements: 3 semester hours;
  - b. Medical and educational aspects of disability: 3 semester hours;
  - c. Occupational information and job analysis: 3 semester hours;
  - d. Purposes and practices of vocational evaluation: 3 semester hours; and
  - e. Career, life planning, and transition services: 3 semester hours.

## Chapter 543

### Regulations Governing the Review and Approval of Education Programs in Virginia

#### 8VAC20-543-10. Definitions.

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

"Accreditation" means a process for assessing and improving academic and educational quality through voluntary peer review. This process informs the public that an institution has a professional education program that has met national standards of educational quality.

"Accredited institution" means an institution of higher education accredited by ~~a regional~~ an accrediting agency recognized by the United States Department of Education.

"Accredited program" means a Virginia professional education program nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

"Accrediting agency" means an accrediting association recognized by the United States Department of Education.

"Annual professional education program profile" means the Virginia Department of Education yearly data program profile required of all professional education programs in Virginia that offer approved programs for the preparation of school personnel.

"Biennial accountability measures" means those specific benchmarks set forth in 8VAC20-543-40 to meet the standards required to obtain or maintain education endorsement program approval status.

"Biennial accountability measurement report" means the compliance report submitted to the Virginia Department of Education every two years by an accredited ~~professional education~~ program.

"Candidates" means individuals enrolled in education programs.

"Department" means the Virginia Department of Education.

"Diversity" means the wide range of differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, and geographical area.

"Education endorsement program" means a state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and training requirements for initial licensure in a specified endorsement area.

"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.

"Indicators" means operational definitions that suggest the kinds of evidence that professional education programs shall provide to demonstrate that a standard is met.

"Instructional technology" means the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning and the use of computers and other technologies.

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

"Professional education program" or "education preparation program" means the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity, for a defined education program that is primarily responsible for the preparation of teachers and other professional school personnel, and for purposes of this chapter, includes four-year bachelor's degree programs in teacher education.

"Professional studies" means courses and other learning experiences designed to prepare candidates to demonstrate competence in the areas of human development and learning, curriculum and instruction, assessment of and for learning, classroom and behavior management, the foundations of education and the teaching profession, reading, and supervised clinical experiences.

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

"Program completers" means individuals who have successfully completed all coursework, required licensure assessments, including those prescribed by the Board of Education, and supervised student teaching or the required internship.

"Program noncompleters" means individuals who have been officially admitted into an education program and who have taken, regardless of whether the individuals passed or failed, required licensure assessments and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released in writing from an education endorsement program by an authorized administrator of the program. Program noncompleters who did not take required assessments are not included in biennial reporting pass rates.

~~"Regional accrediting agency" means one of the six accrediting associations recognized by the United States Department of Education as follows: New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.~~

"Virginia Standards of Learning for Virginia public schools" means the Commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, fine arts, foreign language, health and physical education, and driver education.

#### **8VAC20-543-20. Accreditation and administering this chapter.**

A. Institutions of higher education seeking approval of an education endorsement program shall be accredited by ~~a regional~~ **an** accrediting agency.

B. Professional education programs in Virginia shall obtain and maintain national accreditation from the Council for the Accreditation of Educator Preparation (CAEP). Professional education programs in Virginia seeking accreditation through CAEP shall adhere to procedures and timelines established by CAEP and the CAEP/Virginia Partnership Agreement. Professional education programs shall ensure and document that programs are aligned with standards set

forth in 8VAC20-543-40 through 8VAC20-543-50 and meet competencies outlined in 8VAC20-543-60 through 8VAC20-543-640.

C. If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs that fail to maintain accreditation shall not admit new candidates. Candidates shall be notified of the education endorsement program's approval status.

D. Teacher candidates may complete academic degrees in the arts and sciences, or equivalent. "Education preparation program" includes four-year bachelor's degree programs in teacher education. Candidates in early/primary education (preK-3), elementary education (preK-6), middle education (6-8), and special education programs may complete a major in interdisciplinary studies or its equivalent. Candidates seeking a secondary endorsement area must have earned a major, or the equivalent, in the area sought.

E. Professional studies coursework and methodology, including field experiences, required in this chapter shall be designed for completion within an approved program.

F. Professional education programs shall ensure that candidates demonstrate proficiency in the use of educational technology for instruction; complete study in child abuse recognition and intervention; and complete training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. Candidates in education endorsement programs must demonstrate an understanding of competencies, including the core concepts and facts of the disciplines and the Virginia Standards of Learning, for the content areas they plan to teach. Professional education programs shall ensure that candidates demonstrate skills needed to help preK-12 students achieve college and career performance expectations.

G. Standards and procedures for the review and approval of each education endorsement program shall adhere to procedures for administering the chapter as defined in this section and in 8VAC20-543-40, 8VAC20-543-50, and 8VAC20-543-60. These procedures shall result in biennial recommendations to the Board of Education for one of the following three ratings: "approved," "approved with stipulations," or "approval denied."

H. Education endorsement programs shall be approved under this chapter biennially based on compliance with the criteria described in 8VAC20-543-40, 8VAC20-543-50, and 8VAC20-543-60.

I. The Department of Education will determine the timeline and procedures for applying for education endorsement program approval.

J. Education endorsement programs in Virginia shall address the competencies set forth in this chapter, and the curriculum for each program must be documented and submitted to the Department of Education for approval.

K. Professional education programs shall submit to the Department of Education on behalf of each education endorsement program under consideration a biennial accountability measurement report and an annual professional education program profile to include data prescribed by the Board of Education on education endorsement programs in accordance with department procedures and timelines.

L. The professional education program authorized administrator shall maintain copies of approved education endorsement programs and required reports.

M. The Department of Education may conduct onsite visits to review education endorsement programs and verify data.



N. The Advisory Board on Teacher Education and Licensure (ABTEL) is authorized to review and make recommendations to the Board of Education on approval of Virginia education endorsement programs for school personnel. The Board of Education has final authority on education endorsement program approval.

O. In administering this chapter, licensure requirements for Virginia are outlined in the Licensure Regulations for School Personnel (8VAC20-23). This document should be referenced for detailed information regarding requirements for Virginia licensure. An individual must meet licensure requirements set forth in the Code of Virginia.

P. Modifications may be made by the Superintendent of Public Instruction in the administration of this chapter. Proposed modifications shall be made in writing to the Superintendent of Public Instruction, Commonwealth of Virginia.

Q. Upon the effective date of this chapter, the Board of Education grants colleges and universities two years to align their existing approved programs with this chapter and allows only college and universities that on the effective date of this chapter are accredited by the Board of Education process four years to become accredited by the Council for the Accreditation of Educator Preparation (CAEP) with the option of submitting a progress report to the Superintendent of Public Instruction to request an additional year, if needed.

#### **8VAC20-543-60. Biennial accountability measurement report.**

The accredited ~~professional education~~ program shall report, every two years, in accordance with Virginia Department of Education procedures, those specific criteria set forth in 8VAC20-543-40 to meet the standards required to obtain or maintain education endorsement program approval status.

#### **8VAC20-543-70. Annual professional education program profile.**

The accredited ~~professional education~~ program shall submit to the Virginia Department of Education a yearly program profile on the preparation of professional school personnel. The professional education program profile shall be published on the department's website. The information required on the professional education program profile shall be approved by the Board of Education and shall include the following:

1. Institution's accreditation status;
2. Education endorsement program status;
3. Number of candidates admitted in education endorsement programs;
4. Comparison of candidates, admitted to education endorsement programs to overall college or university population;
5. Number of program completers for each endorsement program;
6. Number of program noncompleters for each endorsement program;
7. Biennial accountability data results;
8. Satisfaction ratings by school administrators and clinical experience supervisors of student teachers;
9. Satisfaction ratings by employers of program graduates;
10. Satisfaction ratings of program graduates within two years of employment;
11. Recognition of other program achievements; and

12. Other data as required by the Board of Education.

**8VAC20-543-80. Competencies and requirements for endorsement areas.**

A. The professional education program develops, maintains, and continuously evaluates high quality education endorsement programs that are collaboratively designed and based on identified needs of the preK-12 community. Candidates in education endorsement programs shall demonstrate competence in the areas in which they plan to practice and complete professional studies requirements and applicable assessments, in addition to meeting requirements for specific licenses, pursuant to the Licensure Regulations for School Personnel (8VAC20-23). The Licensure Regulations for School Personnel set forth the required degrees from **regionally an accredited colleges or universities institution** for licenses, endorsements, and prerequisite licenses or endorsements for add-on endorsements.

B. All education endorsement programs in early/primary education preK-3, elementary education preK-6, middle education 6-8, and history and social sciences must include local government and civics instruction specific to Virginia.

C. Candidates in education endorsement programs demonstrate an understanding of competencies, including the core concepts and facts of the disciplines and the Virginia Standards of Learning, for the content areas in which they plan to teach where required.

D. Candidates in early/primary education preK-3, elementary education preK-6, and special education complete a minimum of six semester hours of reading coursework as outlined in the reading competencies.

E. Candidates seeking an early/primary education preK-3 or an elementary education preK-6 endorsement must complete a minimum of 12 semester hours each in English, history and social sciences, mathematics, and science addressing competencies set forth in this chapter or complete the following:

1. English: complete six semester hours in English and pass a rigorous assessment in elementary English prescribed by the Board of Education.
2. History and social sciences: complete six semester hours in history and social sciences, complete a methods of teaching elementary history and social sciences course, and pass a rigorous assessment in elementary history and social sciences prescribed by the Board of Education.
3. Mathematics: complete six semester hours in mathematics, complete a methods of teaching elementary mathematics course, and pass a rigorous assessment in elementary mathematics prescribed by the Board of Education.
4. Science: complete six semester hours in laboratory sciences in two science disciplines, complete a methods of teaching elementary science course, and pass a rigorous assessment in elementary science prescribed by the Board of Education.

F. Candidates seeking a middle education endorsement must have an area of concentration in English, history and social sciences, mathematics, or science with 21 semester hours in the concentration area.

**8VAC20-543-620. School psychology.**

The school psychology program shall ensure that the candidate has demonstrated the following competencies:

1. Knowledge of basic teaching and learning principles and the conditions under which they operate maximally, including academic environment and instructional match.
2. Knowledge and application of psychological foundations of human functioning including biological bases of behavior; cultural diversity; infant, child, and adolescent development; effects of poverty and lack of opportunity on learning; interplay between behavior, learning and motivation; personality theory; human learning; and social bases of behavior and mental health, to ensure student academic achievement, student growth and development, and mental health.
3. Knowledge of and skill at applying educational foundations of schooling, including education of exceptional learners; evidence-based instructional and remedial interventions, techniques, and strategies; formative and summative evaluation; evidence-based behavioral interventions; and organization and operations of schools, to ensure effective collaboration with other school professionals toward implementing school practices that promote learning and mental health.
4. Knowledge of various methods for assessing students' cognitive processes and abilities and skill in administering a variety of such methods; knowledge of various methods for assessing student academic strengths and weaknesses and skill in administering a variety of such methods; knowledge of various methods for assessing student interpersonal emotional and social and behavioral functioning and skill in administering a variety of such methods; and knowledge of universal screening measures designed for early and tiered academic and behavioral intervention. Knowledge of a variety of progress monitoring tools, especially student growth percentiles and skill in implementing at least two such tools.
5. Understanding and knowledge of direct and indirect methods of academic and behavioral intervention, and proficiency in delivering such interventions including:
  - a. Counseling on an individual, group, and family basis;
  - b. Consulting with administrators, teachers, parents, and other professionals about student problems and appropriate change strategies;
  - c. Designing and implementing individual and group behavior change programs; designing, implementing, and evaluating crisis intervention and threat, such as self-directed and other-directed assessment programs; and
  - d. Designing and implementing academic and instructional interventions.
6. Statistics and research design, measurement, and program evaluation.
7. The profession of psychology applied to schools, including:
  - a. Basic knowledge of the standards of practice promoted by the National Association of School Psychologists (NASP);
  - b. Knowledge of and skill with several basic problem-solving schemes;
  - c. Knowledge of and ability to identify the variety of mental health problems exhibited by infants, children, and adolescents through age 21, including the ability to collaborate with other community-based professionals and private practitioners in providing wraparound services to the extent possible or considered as systems of care philosophy;
  - d. History and foundations of school psychology;
  - e. Legal and ethical issues of practicing in schools;

- f. Professional issues and standards related to practicing as a psychologist in a public school setting; and
  - g. Knowledge of the roles of all individuals practicing and working in a public school setting.
8. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
  9. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.
  10. The candidate shall have earned a baccalaureate degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** and completed 60 graduate hours, 54 of which are academic coursework, exclusive of field-based experiences, that culminate in at least a master's degree.
  11. The candidate shall complete an internship in school psychology that is documented by the degree granting institution. The internship experience shall occur on a full-time basis over a period of one year or on a half-time basis over a period of two consecutive years. The internship shall occur under conditions of appropriate supervision, such as the school-based supervisor shall be licensed as either a school or clinical psychologist. The internship shall include experiences at multiple age levels, at least one half of which shall be in an accredited schooling setting.

#### **8VAC20-543-630. School social worker.**

The school social worker program shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes for direct and indirect intervention, including:
  - a. Facilitating integrated intervention efforts that emphasize primary prevention, early screening, and multi-tiered interventions that target multiple risk factors in various settings;
  - b. Identifying approaches that seek to improve individual and system factors contributing to academic success and data-informed decision making and intervention fidelity;
  - c. Counseling on an individual, group, or family basis;
  - d. Consulting with administrators, teachers, parents, and other professionals about student problems and appropriate change strategies;
  - e. Networking and brokering with school programs and community agencies to provide essential services for families and children; and
  - f. Collaborating with and facilitating collaboration among students, parents, members, administrators, teachers, and staff to identify ways to intervene early, reduce barriers to learning, and improve student outcomes.
2. Understanding of child development, psychopathology, social and environmental conditioning, cultural diversity, and family systems including:

- a. Acknowledgment of the interrelatedness of various ecological systems such as education, juvenile justice, family and children's health, mental health, and child protective services; and
  - b. Knowledge of social problem impact on student performance and behaviors.
3. Understanding of the knowledge, skills, and processes for effective casework practice including:
  - a. Examining factors in home, school, and community that impact students' educational performance and success; and
  - b. Assisting in reducing identified barriers to learning.
4. Specialized knowledge and understanding of the organization and operations of school systems including:
  - a. Historical and current perspectives of public school education at the local, state, and national levels, including educational reform and legislation; and
  - b. Identifying and conveying the impact social problems, within ecological systems of home, school, and community, have on student performance in the educational setting.
5. Understanding of the knowledge, skills, and processes involved with assessing and programming for exceptional students including:
  - a. Skills in implementing systematic assessment, data gathering and interpretation at multiple levels, and developing action plans to address the areas of need;
  - b. Identifying and utilizing research-based interventions to enhance the educational opportunities and school performance of vulnerable and at-risk populations;
  - c. Providing leadership in developing prevention programs and policies with administrators that impact school climate, student learning, and academic success; and
  - d. Ability to facilitate team decision-making and problem-solving strategies.
6. Understanding of the school social work profession, including:
  - a. History and foundations of school social work;
  - b. Legal and ethical issues;
  - c. Professional issues and standards; and
  - d. The role and function of the school social worker to include contextual variables influencing school social work roles and functions, such as political, legal, ethical, and value-based issues that confront schools.
7. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
8. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.
9. The candidate shall have earned a master's of social work degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** school of social work with a minimum of 60 graduate semester hours or earned an advanced standing master's of social work degree from ~~a regionally~~ **an** accredited ~~college or university~~ **institution** with a minimum of 30 graduate-level semester hours.

10. The candidate shall complete a minimum of six graduate semester hours in education to include six semester hours from two of the following courses:

- a. Foundations of education and the teaching profession (3 semester hours);
- b. Characteristics of special education (three semester hours);
- c. Human development and learning (three semester hours); or
- d. Classroom and behavior management (three semester hours).

11. The candidate shall complete a school social worker supervised practicum or field experience of a minimum of 400 clock hours in a public or accredited nonpublic school. One year of successful, full-time experience as a school social worker in a public or accredited nonpublic school may be accepted in lieu of the school social work practicum.



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## Fast-Track Regulation Agency Background Document

<b>Agency name</b>	Virginia Board of Education
<b>Virginia Administrative Code (VAC) Chapter citation(s)</b>	8VAC20-23 8VAC20-543
<b>VAC Chapter title(s)</b>	<i>Licensure Regulations for School Personnel (8VAC20-23); Regulations Governing the Review and Approval of Education Programs in Virginia (8VAC20-543)</i>
<b>Action title</b>	Amendments to the <i>Licensure Regulations for School Personnel and Regulations Governing the Review and Approval of Education Programs in Virginia</i> to Comport with Federal Guidelines Related to Accredited Institutions of Higher Education
<b>Date this document prepared</b>	May 24, 2022

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Order 14 (as amended, July 16, 2018), the Regulations for Filing and Publishing Agency Regulations (1VAC7-10), and the *Form and Style Requirements for the Virginia Register of Regulations and Virginia Administrative Code*.

### Brief Summary

*Provide a brief summary (preferably no more than 2 or 3 paragraphs) of this regulatory change (i.e., new regulation, amendments to an existing regulation, or repeal of an existing regulation). Alert the reader to all substantive matters. If applicable, generally describe the existing regulation.*

The *Licensure Regulations for School Personnel* ([8VAC20-23](#)) set standards for the licensure of teachers, principals, superintendents, and other professional personnel in Virginia. The *Regulations Governing the Review and Approval of Education Programs in Virginia* ([8VAC20-543](#)) set the requirements for institutions of higher education to offer state-approved teacher preparation programs that lead to licensure. These regulations are prescribed by the Virginia Board of Education (Board) in alignment with regulations and guidelines issued by the United States Department of Education (USED).

The USED has amended regulations ([34 CFR 600](#)) related to post-secondary 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](#) provide further insight into the reasons behind the initiative, and 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, which is attached (Exhibit A). The Board's *Licensure Regulations for School Personnel* and *Regulations Governing the Review and Approval of Education Programs in Virginia* require accreditation for institutions of higher education by a regional accrediting agency and include the following definitions:

"Accredited institution" means an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education.

"Regional accrediting agency" means one of the six accrediting associations recognized by the United States Department of Education as follows: New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges. [Note: This definition appears only in *Regulations Governing the Review and Approval of Education Programs in Virginia*].

While the amendments to the federal regulations do not explicitly require states to amend their laws/policies/regulations, the Board is no longer permitted to distinguish between regional and national accreditation in its requirements for teacher licensure or approval of education programs at Virginia institutions of higher education based on changes to [34 CFR 600](#).

The proposed amendments to the *Licensure Regulations for School Personnel* and *Regulations Governing the Review and Approval of Education Programs in Virginia* reflect the changes that were made to the federal regulations.

## Acronyms and Definitions

*Define all acronyms used in this form, and any technical terms that are not also defined in the "Definitions" section of the regulation.*

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"Board" means the Virginia Board of Education.

"USED" means the United States Department of Education.

## Statement of Final Agency Action

*Provide a statement of the final action taken by the agency including: 1) the date the action was taken; 2) the name of the agency taking the action; and 3) the title of the regulation.*

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This action was approved by the Board at its meeting on June 15, 2022 (anticipated).

## Mandate and Impetus



*Identify the mandate for this regulatory change and any other impetus that specifically prompted its initiation (e.g., new or modified mandate, petition for rulemaking, periodic review, or board decision). For purposes of executive branch review, "mandate" has the same meaning as defined in Executive Order 14 (as amended, July 16, 2018), "a directive from the General Assembly, the federal government, or a court that requires that a regulation be promulgated, amended, or repealed in whole or part."*

*As required by Virginia Code § 2.2-4012.1, also explain why this rulemaking is expected to be noncontroversial and therefore appropriate for the fast-track process.*

The USED has amended regulations ([34 CFR 600](#)) related to post-secondary 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](#) provide further insight into the reasons behind the initiative, and 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, which is attached (Exhibit A).

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 in order to align its regulations with federal requirements. The Board has exercised minimal discretion in making the proposed changes.

## Legal Basis

*Identify (1) the promulgating agency, and (2) the state and/or federal legal authority for the regulatory change, including the most relevant citations to the Code of Virginia and Acts of Assembly chapter number(s), if applicable. Your citation must include a specific provision, if any, authorizing the promulgating agency to regulate this specific subject or program, as well as a reference to the agency's overall regulatory authority.*

The Board's overall regulatory authority is found in § [22.1-16](#) of the *Code of Virginia*, which states that "[t]he Board of Education may adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title."

The Board's regulatory authority over licensing requirements for school personnel is found in § [22.1-253.13:2](#) A of the *Code of Virginia*, which states that "[t]he Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel." See also § [22.1-298.1](#) B (stating that "[t]he Board of Education shall prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license.").

## Purpose

*Explain the need for the regulatory change, including a description of: (1) the rationale or justification, (2) the specific reasons the regulatory change is essential to protect the health, safety or welfare of citizens, and (3) the goals of the regulatory change and the problems it's intended to solve.*

The rationale for this regulatory action is that the changes will help align the Board's regulations with federal requirements.

This action is essential to protect the health, safety, and welfare of citizens by ensuring that the Board's regulations are aligned with federal requirements.

The goal of this regulatory change is to align the Board's regulations with federal requirements.

## Substance

*Briefly identify and explain the new substantive provisions, the substantive changes to existing sections, or both. A more detailed discussion is provided in the "Detail of Changes" section below.*

The USED has amended regulations ([34 CFR 600](#)) related to post-secondary 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](#) provide further insight into the reasons behind the initiative, and 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, which is attached (Exhibit A). The Board's *Licensure Regulations for School Personnel* and *Regulations Governing the Review and Approval of Education Programs in Virginia* require accreditation for institutions of higher education by a regional accrediting agency and include the following definitions:

"Accredited institution" means an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education.

"Regional accrediting agency" means one of the six accrediting associations recognized by the United States Department of Education as follows: New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges. [Note: This definition appears only in *Regulations Governing the Review and Approval of Education Programs in Virginia*].

While the amendments to the federal regulations do not explicitly require states to amend their laws/policies/regulations, the Board is no longer permitted to distinguish between regional and national accreditation in its requirements for teacher licensure or approval of education programs at Virginia institutions of higher education based on changes to [34 CFR 600](#).

## Issues

*Identify the issues associated with the regulatory change, including: 1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions; 2) the primary advantages and disadvantages to the agency or the Commonwealth; and 3) other pertinent matters of interest to the regulated community, government officials, and the public. If there are no disadvantages to the public or the Commonwealth, include a specific statement to that effect.*

This regulatory action's primary advantage to the public, the Commonwealth, and the regulated community is that it aligns the Board's requirements with applicable federal requirements. This regulatory action has no disadvantages to the public, the Commonwealth, or the regulated community.

## Requirements More Restrictive than Federal

*Identify and describe any requirement of the regulatory change which is more restrictive than applicable federal requirements. Include a specific citation for each applicable federal requirement, and a rationale*

*for the need for the more restrictive requirements. If there are no applicable federal requirements, or no requirements that exceed applicable federal requirements, include a specific statement to that effect.*

This regulatory action has no requirements that exceed applicable federal requirements.

**Agencies, Localities, and Other Entities Particularly Affected**

*Identify any other state agencies, localities, or other entities particularly affected by the regulatory change. "Particularly affected" are those that are likely to bear any identified disproportionate material impact which would not be experienced by other agencies, localities, or entities. "Locality" can refer to either local governments or the locations in the Commonwealth where the activities relevant to the regulation or regulatory change are most likely to occur. If no agency, locality, or entity is particularly affected, include a specific statement to that effect.*

Other State Agencies Particularly Affected

This regulatory action will not particularly affect any other state agencies.

Localities Particularly Affected

This regulatory action will increase the number of accredited institutions that are allowable as a base for licensure, which may increase the number of individuals who qualify for a teaching license and thereby eligible for hire by local school boards.

Other Entities Particularly Affected

This regulatory action will increase the number of accredited institutions that are allowable as a base for licensure, which may increase the number of individuals who qualify for a teaching license and can apply for approved education programs in Virginia.

**Economic Impact**

*Pursuant to § 2.2-4007.04 of the Code of Virginia, identify all specific economic impacts (costs and/or benefits), anticipated to result from the regulatory change. When describing a particular economic impact, specify which new requirement or change in requirement creates the anticipated economic impact. Keep in mind that this is change versus the status quo.*

**Impact on State Agencies**

<p><i>For your agency:</i> projected costs, savings, fees or revenues resulting from the regulatory change, including:                  a) fund source / fund detail;                  b) delineation of one-time versus on-going expenditures; and                  c) whether any costs or revenue loss can be absorbed within existing resources</p>	<p>This regulatory action will have no economic impact on the agency.</p>
<p><i>For other state agencies:</i> projected costs, savings, fees or revenues resulting from the regulatory change, including a delineation of one-time versus on-going expenditures.</p>	<p>This regulatory action will have no economic impact on the other state agencies.</p>

<i>For all agencies:</i> Benefits the regulatory change is designed to produce.	This regulatory action will align the Board's regulations with federal requirements.
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**Impact on Localities**

Projected costs, savings, fees or revenues resulting from the regulatory change.	This regulatory action will have no economic impact on the localities.
Benefits the regulatory change is designed to produce.	This regulatory action may increase the number of individuals eligible for a teaching license and therefore available for hire by local school boards.

**Impact on Other Entities**

Description of the individuals, businesses, or other entities likely to be affected by the regulatory change. If no other entities will be affected, include a specific statement to that effect.	This regulatory action will affect approved education programs.
Agency's best estimate of the number of such entities that will be affected. Include an estimate of the number of small businesses affected. Small business means a business entity, including its affiliates, that: a) is independently owned and operated and; b) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.	
All projected costs for affected individuals, businesses, or other entities resulting from the regulatory change. Be specific and include all costs including, but not limited to: a) projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses; b) specify any costs related to the development of real estate for commercial or residential purposes that are a consequence of the regulatory change; c) fees; d) purchases of equipment or services; and e) time required to comply with the requirements.	
Benefits the regulatory change is designed to produce.	

**Alternatives to Regulation**

*Describe any viable alternatives to the regulatory change that were considered, and the rationale used by the agency to select the least burdensome or intrusive alternative that meets the essential purpose of the regulatory change. Also, include discussion of less intrusive or less costly alternatives for small businesses, as defined in § 2.2-4007.1 of the Code of Virginia, of achieving the purpose of the regulatory change.*

There are no alternatives to this regulatory action.

## Regulatory Flexibility Analysis

*Pursuant to § 2.2-4007.1B of the Code of Virginia, describe the agency’s analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) establishing less stringent compliance or reporting requirements; 2) establishing less stringent schedules or deadlines for compliance or reporting requirements; 3) consolidation or simplification of compliance or reporting requirements; 4) establishing performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the regulatory change.*

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There are no alternatives to the proposed regulatory changes.

## Public Participation

*Indicate how the public should contact the agency to submit comments on this regulation, and whether a public hearing will be held, by completing the text below.*

*As required by § 2.2-4011 of the Code of Virginia, if an objection to the use of the fast-track process is received within the 30-day public comment period from 10 or more persons, any member of the applicable standing committee of either house of the General Assembly or of the Joint Commission on Administrative Rules, the agency shall: 1) file notice of the objections with the Registrar of Regulations for publication in the Virginia Register and 2) proceed with the normal promulgation process with the initial publication of the fast-track regulation serving as the Notice of Intended Regulatory Action.*

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If you are objecting to the use of the fast-track process as the means of promulgating this regulation, please clearly indicate your objection in your comment. Please also indicate the nature of, and reason for, your objection to using this process.

The Board is providing an opportunity for comments on this regulatory proposal, including but not limited to (i) the costs and benefits of the regulatory proposal and any alternative approaches, (ii) the potential impacts of the regulation, and (iii) the agency's regulatory flexibility analysis stated in this background document.

Anyone wishing to submit written comments for the public comment file may do so through the Public Comment Forums feature of the Virginia Regulatory Town Hall web site at: <https://townhall.virginia.gov>. Comments may also be submitted by email to Maggie Clemmons, Director of the Office of Licensure and School Leadership at [maggie.clemmons@doe.virginia.gov](mailto:maggie.clemmons@doe.virginia.gov). In order to be considered, comments must be received by 11:59 pm on the last day of the public comment period.

## Detail of Changes

*List all regulatory changes and the consequences of the changes. Explain the new requirements and what they mean rather than merely quoting the text of the regulation. For example, describe the intent of the language and the expected impact. Describe the difference between existing requirement(s) and/or agency practice(s) and what is being proposed in this regulatory change. Use all tables that apply, but delete inapplicable tables.*

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If an existing VAC Chapter(s) is being amended or repealed, use Table 1 to describe the changes between existing VAC Chapter(s) and the proposed regulation. If existing VAC Chapter(s) or sections are being repealed and replaced, ensure Table 1 clearly shows both the current number and the new number for each repealed section and the replacement section.

**Table 1: Changes to Existing VAC Chapter(s)**

Current chapter-section number	New chapter-section number, if applicable	Current requirements in VAC	Change, intent, rationale, and likely impact of new requirements
8VAC20-23-10			Aligns the following definitions with the federal requirements regarding accredited institutions: <ul style="list-style-type: none"> <li>• Accredited institution;</li> <li>• Career and technical education or dual enrollment;</li> <li>• Collegiate professional license;</li> <li>• Division superintendent license;</li> <li>• Postgraduate professional license;</li> <li>• Provisional license;</li> <li>• Pupil personnel services license;</li> <li>• School manager license</li> </ul>
8VAC20-23-40			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-50			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-90			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-100			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-110			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-120			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-140			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-150			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-160			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-170			Makes technical edits regarding accredited institutions to align with federal requirements.

8VAC20-23-180			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-200			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-210			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-220			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-230			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-240			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-250			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-260			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-270			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-280			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-290			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-300			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-310			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-320			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-330			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-340			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-350			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-360			Makes technical edits regarding accredited institutions to align with federal requirements.

8VAC20-23-370			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-380			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-390			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-400			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-410			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-420			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-430			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-440			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-450			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-460			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-470			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-480			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-490			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-500			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-510			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-520			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-530			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-540			Makes technical edits regarding accredited institutions to align with federal requirements.



8VAC20-23-550			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-560			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-570			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-580			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-590			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-600			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-610			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-620			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-630			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-640			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-650			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-660			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-670			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-680			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-690			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-700			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-23-710			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-543-10			Aligns the following definitions with the federal requirements regarding accredited institutions: <ul style="list-style-type: none"> <li>• Accredited institution</li> </ul>

			<ul style="list-style-type: none"> <li>• Biennial accountability measurement report</li> <li>• Field experiences</li> </ul> <p>Replaces the definition of “regional accrediting agency” with “accrediting agency.”</p>
8VAC20-543-20			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-543-60			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-543-70			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-543-80			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-543-620			Makes technical edits regarding accredited institutions to align with federal requirements.
8VAC20-543-630			Makes technical edits regarding accredited institutions to align with federal requirements.