| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
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**Agenda Item: N**

## Date: October 18, 2018

### Title: First Review of Recommendation of the Advisory Board on Teacher

### Education and Licensure (ABTEL) to Accredit the Teacher Education Program at Virginia Wesleyan University through a Process Approved by the Board of Education

#### Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education

#### and Licensure

#### Email: Patty.Pitts@doe.virginia.gov Phone: (804) 371-2522

## Purpose of Presentation:

Action required by state or federal law or regulation.

Executive Summary:   
Virginia Wesleyan University requested accreditation of its Professional Education Program through the Board of Education approved process. Virginia Wesleyan University currently offers the following Virginia Board of Education approved endorsement programs:

| Endorsement Programs | Level of Program |
| --- | --- |
| Elementary Education prek-6 and Special Education General Curriculum [Teacher candidates completed both programs.] | Undergraduate |
| English | Undergraduate/Graduate |
| \*Foreign Language: French preK-12 | Undergraduate/Graduate |
| \*Foreign Language: German preK-12 | Undergraduate/Graduate |
| \*Foreign Language: Spanish preK-12 | Undergraduate/Graduate |
| \*Foreign Language Latin preK-12 | Undergraduate/Graduate |
| History and Social Sciences | Undergraduate/Graduate |
| Mathematics | Undergraduate/Graduate |
| Music Education: Vocal/Choral preK-12 | Undergraduate/Graduate |
| \*Science: Biology | Undergraduate/Graduate |
| \*Science: Chemistry | Undergraduate/Graduate |
| \*Science: Earth Science | Undergraduate/Graduate |
| \*Theatre preK-12 | Undergraduate/Graduate |
| \*Visual arts preK-12 | Undergraduate/Graduate |

*\*Indicates Inactive Program*

An on-site visit to review the program was conducted on February 5-8, 2018. Attached are the following documents:

* Letter to Virginia Wesleyan University and the Professional Education Program Review Team Report of Findings (outlines the strengths and weaknesses for each standard);
* Letter and Response from Virginia Wesleyan University (dated August 15, 2018);
* Institutional Report (without appendices); and
* Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia.

The overall recommendation of the on-site review team was that the professional education program be “accredited with stipulations.” The team made this recommendation based on the information available in the *Institutional Report* and the evidence available during the on-site visit.

The following are the review team’s recommendations for each of the four standards:

## Institution: Virginia Wesleyan University

| Standards | | *Team Findings* |
| --- | --- | --- |
| A. Standard 1 | Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the PreK-12 community. | Met  Met Minimally with Significant Weaknesses  Not Met |
| B. Standard 2 | Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC20-542-70 through 8VAC20-542-600. | Met  Met Minimally with Significant  Weaknesses  Not Met |
| C. Standard 3 | Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning. | Met  Met Minimally with Significant  Weaknesses  Not Met |
| D. Standard 4 | Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards. | Met  Met Minimally  With Significant Weaknesses  Not Met |

## Overall Team’s Recommendation: Accredited with Stipulations

On September 17, 2018, the Advisory Board on Teacher Education and Licensure reviewed the recommendation to accredit with stipulations Virginia Wesleyan University’s professional education programs through a process approved by the Board of Education. The members received the following documents:

* Letter to Virginia Wesleyan University and the Professional Education Program Review Team Report of Findings (outlines the strengths and weaknesses for each standard);
* Letter and Response from Virginia Wesleyan University (dated August 15, 2018);
* Institutional Report (without appendices); and
* Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia.

The following representatives from Virginia Wesleyan University attended the meeting:

Dr. Timothy G. O’Rourke, Provost and Vice President

Dr. Malcom Lively, Director of Teacher Education Program

Dr. William McConnell, Assistant Professor of Education

Dr. Timothy O’Rourke, Provost and Vice President, Virginia Wesleyan University (VWU), made a presentation to ABTEL regarding the institution’s response to the accreditation review. He acknowledged with gratitude the Review Team’s extensive work and thoughtful review of the program. Dr. O’Rourke stated that the Team offered useful suggestions for improving the Education Program.

Dr. O’Rourke explained that the four standards comprise 52 numbered and lettered subsidiary standards (indicators). The Review team found that VWU’s Education Preparation Program met 51 of the 54 subsidiary standards, including 9 of 12 under Standards 2. Acknowledging that in preparation for the visit, the Institutional Report, with appendices, comprised well over 1,600 pages. Dr. O’Rourke stated that evidence to respond to 2.2.c. was overlooked. VWU has taken firm steps to address the deficiencies identified under 2.2.b, 2.2.c, and 2.2.e. He shared that VWU collects data for every endorsement area. He also reported that the Education Program has been collecting disaggregated data that speaks to the specific element or criteria, and that they will improve in the future by clearly reporting all data, and information by specific element within each substandard. He recognized the validity of the recommendation to add an impact study assignment to analyze performance, and the Professional Education Program has instituted that change by requiring the impact study assignment during the Curriculum Management and Teaching Strategies course.

Dr. O’Rourke presented how the Professional Education Program has addressed all findings by the Professional Education Program Review Team. Dr. O’Rourke shared how VWU has developed and implemented a new “VWU Teacher Education Assessment Plan,” which improves program design (Standard 1), offers a more robust and precise system of collection on candidates’ performance (Standard 2), facilitates greater cooperation among Education faculty and VWU faculty and staff colleagues through a Cross-Disciplinary (Faculty) Advisory Board that was created (Standard 3), and began working on a new strategic plan which constitutes a major component of a long-term strategy for advancement of the Program (Standard 4). He stated that based on the fact that the institution met three of the four standards, met 51 of the 54 subsidiary standards (including 9 of 12 in Standard 2), and have made changes to address those identified by the team, he asked the Advisory Board on Teacher Education and Licensure to consider a recommendation to the Board of Education of “accredited.”

The Advisory Board members engaged in a conversation with the representatives regarding specific details of the VWU program, including specific team recommendations. ABTEL commented on the excellent work of the Review Team and the responsiveness of the University to the Team’s report.

After the review of all of the documents, the response by VWU, and the additional information regarding VWU’s action to address the Team’s recommendations, the Advisory Board on Teacher Education and Licensure unanimously recommended that the Board of Education “accredit” the program (without stipulations).

## Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:

November 15, 2018

**Superintendent’s Recommendation:**

## The Superintendent of Public Instruction recommends that the Board of Education receive for first review the recommendation from the Advisory Board on Teacher Education and Licensure to “accredit” the Professional Education Program at Virginia Wesleyan University.

## 

## Previous Review or Action:

No previous review or action.

Background Information and Statutory Authority:

The *Code of Virginia* requires education preparation programs to meet requirements for accreditation and program approval as prescribed by the Board of Education in its regulations.

*§ 22.1-298.2. Regulations governing education preparation programs.*

*A. As used in this section:*

*"Assessment of basic skills" means an assessment prescribed by the Board of Education that an individual must take prior to admission into an approved education preparation program, as prescribed by the Board of Education in its regulations.*

*"Education preparation program" includes four-year bachelor's degree programs in teacher education.*

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

*C. The Board of Education regulations shall provide for education preparation programs offered by institutions of higher education, Virginia public school divisions, and certified providers for alternate routes to licensure.*

*D. The Board shall prescribe an assessment of basic skills for individuals seeking entry into an approved education preparation program and shall establish a minimum passing score for such assessment. The Board also may prescribe other requirements for admission to Virginia's approved education preparation programs in its regulations.*

*E. The Board shall establish accountability measures for approved education programs. Data shall be submitted to the Board on not less than a biennial basis.*

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.) set forth the options for the accreditation of “professional education programs” at Virginia institutions of higher education. [**Note: Virginia Wesleyan University’s program was reviewed under 8VAC20-542-10 et seq., not the current regulations that became effective August 23, 2018. The review process was conducted under the Board of Education accreditation approval process.]** The regulations define the “professional education program” as the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of

teachers and other professional school personnel. The regulations*,* in part, stipulate the following:

**8VAC20-542-20. Administering the regulations.**

1. Professional education programs in Virginia shall obtain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education….
2. If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status….

8VAC20-542-30. Options for accreditation or a process approved by the Board of Education.

1. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.
2. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:
3. Accredited. The professional education program meets standards outlined in

8VAC20-542-60.

1. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.
2. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.
3. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.
4. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:
5. Accredited professional education programs shall be aligned with standards in

8VAC20-542-60; and

1. Accredited professional education programs shall be aligned with competencies in

8VAC20-542-70 through 8VAC20-542-600.

1. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education...

Section 20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* provides the standards and indicators for the Board of Education approved accreditation process. The four standards are as follows:

Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community.

Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success.

Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.

Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

The professional education program is the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel. The professional education program has a designated dean, director, or chair with authority and responsibility for overall administration and operation and is responsible for the alignment between the endorsement program competencies and the licensure regulations.

The *Implementation Manual for the Regulations Governing Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et seq.) addresses the standards that govern the review and accreditation of the professional education program; standards for biennial review and approval of education programs; indicators of achievement of each standard; and procedures for overall implementation of the regulations. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education must follow procedures and timelines as prescribed by the Department of Education.

Each Virginia professional education program seeking accreditation through a process approved by the Board of Education will be reviewed on a seven-year review cycle. Documents, such as the Institutional Report, annual data reports, on-site Team’s Report of Findings, and Institutional Response (if needed), are part of the review process.

Timetable for Further Review/Action:

The recommendation from the Advisory Board on Teacher Education and Licensure will be presented for final review on November 15, 2018.

## Impact on Fiscal and Human Resources:

Expenses, with the exception of those for the state representative, incurred during the on-site review of teacher education programs are funded by the host institution.

*[Letterhead]*

July 10, 2018

Dr. Timothy G. O'Rourke

Provost and Vice President  
Virginia Wesleyan University  
5817 Wesleyan Drive  
Virginia Beach, Virginia 23455

Dear Dr. O’Rourke:

The current *Regulations Governing the Review and Approval of Education Programs in Virginia* set forth the options for the accreditation of professional education programs at Virginia institutions of higher education. Virginia Wesleyan University requested to obtain accreditation of its professional education program through the Board of Education approved process.

On February 5-8, 2018, an on-site accreditation review of the Virginia Wesleyan University Teacher Preparation Program was conducted. The recommendation of the review team is that the professional education program at Virginia Wesleyan University be “accredited with stipulations.” The *Regulations Governing the Review and Approval of Education Programs* *in Virginia* set forth the following definition to “accredited with stipulations.”

***Accredited with stipulations****. The professional education program has met the*

*standards minimally, but significant weaknesses have been identified. Within*

*a two-year period, the professional education program shall fully meet standards*

*as set forth in* [*8VAC20-542-60*](https://law.lis.virginia.gov/admincode/title8/agency20/chapter542/section60/)*.*

Enclosed is the *Professional Education Program Review Team Report of Findings* from the on-site accreditation review of Virginia Wesleyan University. This document previously was sent to you for a review of factual accuracy. A response to this report must be sent to me within 30 days’ receipt of the report. Your response should be based on evidence reviewed and recommendations made during the on-site review.

The *Professional Education Program Review Team Report of Findings* and the institutional response are reviewed by the Department of Education. The report and response are then submitted to the Advisory Board on Teacher Education and Licensure (ABTEL) for review and recommendations to the Board of Education. ABTEL develops recommendations regarding program accreditation approval for the Board of Education. The Board receives ABTEL recommendations for review and action. The final decision rests with the Virginia Board of Education.

Dr. Timothy G. O'Rourke

July 10, 2018

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In October 1998, the U.S. Congress enacted Title II provisions to the Higher Education Act (HEA) authorizing federal grant programs to improve the recruitment, retention, preparation, and support of new teachers. Title II also included accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing.

Section 207 of Title II reporting requirements mandate that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified. Attached is the document, *Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia*, that was revised by the Virginia Board of Education at its March 23, 2017, meeting.

A Board of Education accreditation process results in one of the following decisions:

* Accredited
* Accredited with Stipulations
* Accreditation Denied

Under Option II: Board of Education Approved Accreditation Process, an institution would be designated “at-risk of becoming a low-performing” institution of higher education” if it receives “accredited with stipulations” by the Board of Education. Federal reporting is required by states in October of each year.

On behalf of the Virginia Department of Education, thank you and your faculty, administration, staff, and students for the time and effort required to prepare for the accreditation on-site visit. If you have any questions about the report or the accreditation review process, please do not hesitate to contact me by phone at (804) 371-2522 or by email at [Patty.Pitts@doe.virginia.gov](mailto:Patty.Pitts@doe.virginia.gov).

Sincerely,

Patty S. Pitts, Assistant Superintendent

Division of Teacher Education and Licensure

Enclosures:

1. *Professional Education Program Review Team Report of Findings*
2. *Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia*

*VIRGINIA DEPARTMENT OF EDUCATION*

*P. O. BOX 2120*

*RICHMOND, VIRGINIA 23218-2120*

**PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM**

**REPORT OF FINDINGS**

**VIRGINIA WESLEYAN UNIVERSITY**

**VISIT TO:**

Virginia Wesleyan University

Virginia Beach, Virginia

**February 5-8, 2018**

***Members of the Review Team*:**

Dr. Rachel Potter, Chair

Dr. Paul “Andy” Cox

Dr. Joan Johnson

Dr. Pete Kelly

**State Representative:**

Ms. Johnelle Torbert

## SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: Virginia Wesleyan University

|  |  |  |
| --- | --- | --- |
| Standards | | *Team Findings* |
| A. Standard 1 | **Program Design.** The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the PreK-12 community. | **Met**  **Met Minimally with Significant Weaknesses**  **Not Met** |
| B. Standard 2 | **Candidate Performance on Competencies for Endorsement Areas.** Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC20-542-70 through 8VAC20-542-600. | **Met**  **Met Minimally with Significant**  **Weaknesses**  **Not Met** |
| C. Standard 3 | Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning. | **Met**  **Met Minimally with Significant**  **Weaknesses**  **Not Met** |
| D. Standard 4 | Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards. | **Met**  **Met Minimally**  **With Significant Weaknesses**  **Not Met** |

## Overall Team’s Recommendation: Accredited with Stipulations

#### I. Introduction:

**Summary of the Institution**

According to the 2017 *Virginia Wesleyan University’s* *Institutional Report (IR*) and University’s webpage, Virginia Wesleyan University (VWU) is Coastal Virginia's premier university of the liberal arts and sciences. Situated on a 300-acre park-like campus in Virginia Beach, the University annually enrolls approximately 1,500 students in undergraduate, graduate, and online programs. Undergraduate degrees include a Bachelor of Arts, Bachelor of Science, and Bachelor of Social Work with 35 majors, 30 minors, and seven pre-professional programs. Students thrive in average class sizes of 13 and through the University's experiential learning, high-impact leadership, and career-development programs. The state-of-the-art Greer Environmental Sciences Center, Chesapeake Bay Academy, Tidewater Collegiate Academy, and other outstanding facilities and programs serve a vibrant campus community and regional partners in education. In accordance with its United Methodist heritage, the University aspires to be a supportive community that is committed to social responsibility, ethical conduct, higher learning and religious freedom (Sources: *https://www.vwu.edu/about-us/our-history.php* and the 2017 *Institutional Report*).

Rooted in the liberal arts tradition, as well as in its Methodist heritage, Virginia Wesleyan provides a broad academic foundation while cultivating productive and engaged citizens. The enhanced 4 x 4 curricular model, implemented in 2011, prepares students by providing them with expanded opportunities to learn by doing, to connect theory to practice, and to link the classroom to the world. In 2016, VWU replaced a division structure and organized its academic program into three schools — the Susan S. Goode School of Arts and Humanities, the Joan P. Brock School of Mathematics and Natural Sciences and the Birdsong School of Social Science. The Batten Honors College also was initiated in 2016 and the establishment of University College followed.

In the 2017-18 academic year:

* 74% of students enrolled live in Virginia;
* University demographics: 40% male; 60% female (Hampton Roads area/urban is 49% male, 51% female); 51% white, 28% black, 21% other minority (Hampton Roads is 63% white; 32% black; 5% other);
* Students represent 32 states and 14 countries;
* Students from underrepresented populations comprise 43% of the student body; and
* 26% of students come from the top 25% of their graduating class; 63% from the top half of their graduating class.

(Sources: *https://www.vwu.edu/about-us/our-history.php*)

Virginia Wesleyan College was authorized by the State Council of Higher Education for Virginia to become Virginia Wesleyan University (VWU), effective the beginning of the 2017-18 academic year. Many institutional achievements led to this pivotal moment in the institution's history, most notably the structuring of the academic program, establishing the Batten Honors College, completing a comprehensive campus master planning process, and moving to Level III status with the Southern Association of Colleges and Schools Commission on Colleges. Thechange in status enabled the addition of new graduate programs in 2018, online Master of Business Administration and Master of Arts in Education Program in Education and an online degree-completion program for adults.

**Summary of the Teacher Education Program**

The mission of the Teacher Education Program is stated as follows:

*“…prepare reflective, engaged teachers of good character willing to advance the cause of education and to cultivate and inspire a love of learning both in their students and within the communities they teach. This mission is accomplished by providing rigorous academic and education course work, combined with multiple supervised field experiences that serve to develop the content and pedagogical knowledge necessary to teach successfully, to foster an appreciation for the richness of diverse cultures, and to value the worth and dignity of all individuals in the international community”*

*(*Source: *http://www.vwu.edu/academics/majors/education/about-us.php).*

At the time of IR submission (See Appendix A), the Teacher Education Program submitted undergraduate programs for Board of Education accreditation and review. All VWU’s education programs are classified as day programs and enroll all students in campus face-to-face courses. The Virginia Wesleyan University’s Education Department is comprised of four full-time education faculty members, including the director.

The following two charts provide the number of VWU undergraduate program completers in 2014-2015, 2015-16, and 2016-2107 (Table 1) and the number of candidates enrolled (admitted) in these programs (Table 2):

**Table 1: Number of Undergraduate Program Completers**

| Endorsement Program | 2014-15 | 2015-16 | 2016-17 |
| --- | --- | --- | --- |
| Elementary Education prek-6 and Special Education General Curriculum [Teacher candidates completed both programs.] | 17 | 5 | 6 |
| English | 2 | 0 | 1 |
| \*Foreign Language: French preK-12 | 0 | 0 | 0 |
| \*Foreign Language: German preK-12 | 0 | 0 | 0 |
| \*Foreign Language: Spanish preK-12 | 0 | 0 | 0 |
| \*Foreign Language Latin preK-12 | 0 | 0 | 0 |
| History and Social Sciences | 3 | 5 | 0 |
| Mathematics | 1 | 0 | 0 |
| Music Education: Vocal/Choral preK-12 | 0 | 1 | 0 |
| \*Science: Biology | 0 | 0 | 0 |
| \*Science: Chemistry | 0 | 0 | 0 |
| \*Science: Earth Science | 0 | 0 | 0 |
| \*Theatre preK-12 | 0 | 0 | 0 |
| \*Visual arts preK-12 | 0 | 0 | 0 |
| TOTAL | 23 | 11 | 7 |

*\*Indicates Inactive Program*

**Table 2: Number of Candidates Enrolled**

| Endorsement Program | 2014-15 | 2015-16 | 2016-17 |
| --- | --- | --- | --- |
| Elementary Education prek-6 and Special Education General Curriculum [Teacher candidates completed both programs.] | 44 | 21 | 23 |
| English | 3 | 4 | 5 |
| \*Foreign Language: French preK-12 | 0 | 0 | 0 |
| \*Foreign Language: German preK-12 | 0 | 0 | 1 |
| \*Foreign Language: Spanish preK-12 | 0 | 2 | 2 |
| \*Foreign Language: Latin preK-12 | 0 | 0 | 0 |
| History and Social Sciences | 10 | 3 | 0 |
| Mathematics | 4 | 1 | 0 |
| Music Education: Vocal/Choral preK-12 | 2 | 3 | 2 |
| \*Science: Biology | 1 | 0 | 0 |
| \*Science: Chemistry | 0 | 0 | 0 |
| \*Science: Earth Science | 0 | 0 | 1 |
| \*Theatre preK-12 | 1 | 0 | 0 |
| \*Visual arts preK-12 | 0 | 1 | 1 |
| TOTAL | 64 | 35 | 35 |

*\*Indicates Inactive Program*

According to the *2017 Institutional Report,* the following major changes have taken place in the Teacher Education Program since fall 2010 (*See Table 3*):

**Table 3: Teacher Education Program Significant Changes**

| Date | Change | Summary |
| --- | --- | --- |
| Fall 2010 | Teacher Education Program (TEP) employed faculty member | Dr. Hilve Firek was employed in the secondary education program. |
| Fall 2011 | College-wide curriculum reform | In the Fall 2010, VWC began making the transition to a 4 x 4 curriculum that was implemented in Fall 2011; significant changes were made to the curriculum and courses of study in all majors and in teacher education programs. |
| Fall 2011 | Dr. Malcolm Lively named a Batten Professor | The Batten Professorship is an award for faculty excellence in teaching and scholarship, community contributions, and passion for inspiring excellence in others. For three academic years, recipients carry the title and are entitled to special development funding. |
| January 2012 | Additional administrative support employed in the Education Department | Mary Jo Karlis was hired. Subsequently, the position has been retitled to Coordinator of Accreditation, Data Collection and Reporting |
| Spring 2013 | TEP leadership transition | Dr. Malcolm Lively stepped down as Director of Teacher, and Dr. Karen Bosch assumed the position. |
| January 2013 | Transition in institutional assessment methods | Dr. David Dirlam was named Director of Institutional Assessment; changes made in VWC’s departmental assessment. |
| Fall 2013 | Theatre Arts preK-12 program added |  |
| Fall 2013 | Music Education: Vocal/Choral preK-12 program added | First graduate/completer in May 2016 |
| May 2014 | Retirement of faculty member | Ginger Ferris retired; she taught EDU225 and INST202; hiring process for replacement began Fall 2014. |
| Fall 2014 | Dr. Hilve Firek named a Batten Professor | The Batten Professorship is an award for faculty excellence in teaching and scholarship, community contributions, and passion for inspiring excellence in others. For three academic years, recipients carry the title and are entitled to special development funding. |
| 2014/15-2015/16 | Enrollment changes in Teacher Education Program | The enrollment in both the College and the TEP impacts primarily the elementary education; enrollment numbers are rebounding in 2017-18. |
| May/June 2015 | TEP leadership transition | Dr. Karen Bosch retired May 2015;  Dr. Malcomb Lively became the Director of the Education Program on June 2015. |
| Fall 2015 | Teacher Education Program employs faculty member | The Teacher Education Program hired  Dr. William McConnell in the spring 2015 to replace retired education faculty members, Ms. Ginger Ferris (Spring 2014) and Dr. Karen Bosch (Spring 2015), to enhance the elementary program. |
| Fall 2016 | Change in chief assessment administrator for College | Richard Bond was appointed Chief Assessment Administrator for Academic Programs |
| Summer 2015 | Change in SLAR (Student Learning Assessment Report) procedures | These changes redefined the college process of how programs and major assess their students. |
| Spring and Fall 2015 | Instructional leadership transition | Dr. William T. Greer, President, retired; Dr. Scott D. Miller becomes the Fourth President of Virginia Wesleyan College (now University) |
| November 2015 | Latin preK-12 program added | Approval was granted to offer a new endorsement program in Latin preK-12. |
| Fall 2015 | Professional Development School agreement reached with Bayside (area) Schools | The agreement represented a major partnership addition and provides a stepping stone for development of a Master of Education Program (internship possibilities). |
| Spring 2016 | Faculty member wins award | Dr. McConnell received the Samuel Nelson Gray Award, presented annually to recognize distinguished teaching. The recipient is chosen by a group of students following a carefully structured procedure. |
| August 2016 | Transition in administrative support for the Teacher Education Department | Mary Jo Karlis departed. Sandra Ewell was employed September 2016. |
| Fall 2016 | Academic program reorganized | The following schools were established to replace the former divisional structure: Susan S. Goode School of Arts and Humanities, Joan P. Brock School of Mathematics and Natural Sciences, and Birdsong School of Social Science (includes the Education Department) |
| Summer/Fall 2017 | College makes the transition to a University | President Miller announces in Spring 2017 that Virginia Wesleyan College will become Virginia Wesleyan University effective Fall 2017. |
| Fall 2017 | Middle Education 6-8 program discontinued | VWU notified the Virginia Department of Education of its decision to discontinue the Middle Education program effective Fall 2017. |
| Fall 2017 | Tidewater Collegiate Academy at Virginia Wesleyan University opens in the new Frank Blocker Youth Center | Formerly Tidewater Community Academy was located in Chesapeake, Virginia. The Academy is an innovative laboratory for teaching and learning that extends from the primary grades through high school with early college, dual enrollment opportunities housed in the brand-new Frank Blocker Youth Center on the VWU campus. Director Dr. Wendy Scott provides an alternative education setting and opportunities for prospective and admitted VWU teacher education candidates to interact. |
| Fall 2017 | Groundbreaking for new Performing Arts Center | On December 1, 2017, construction began on the 23,000 square-foot Susan S. Goode Fine and Performing Arts Center. The Center will provide students and faculty with state-of-the-art classrooms and performance space to enhance learning and research. |

Preparation programs were reviewed by department staff prior to the on-site visit to verify competencies set forth in the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Programs were found to address the competencies. During the on-site visit, the state team reviewed on-site evidence provided to document the completion of the state statutory requirements (*See Appendix B*).

**II. Findings for Each Standard:**

In the following sections, the on-site team documented alignment with the standards, including any identified weakness and a recommendation regarding whether or not each standard was met.

The four standards for the Board of Education approved accreditation process are set forth in Section 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

## STANDARD 1: Program Design

A. **Standard 1: Program Design**. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community. Indicators of the achievement of this standard shall include the following:

**1. The program design includes a statement of program philosophy, purposes and goals.**

As noted in the IR, the EPP (Educator Preparation Program) at VWU developed an updated conceptual framework that was finalized in Fall 2017. This process included a revised mission statement, philosophy statements, conceptual framework, and logo, all of which have been shared with stakeholder groups. The EPP focused its framework on the phrase: “WE learn. WE do. WE serve.” and emphasizes the program’s dedication toward continual improvement and lifelong learning. The logo itself serves as a representation of the philosophy and framework; the four keys represent Character, Academic Knowledge, Professional Knowledge, and Field Experience, while the ring symbolizes the ongoing growth and development of the teacher candidates.

The mission statement of the EPP reads: *“The mission of the Teacher Education Program at Virginia Wesleyan University is to prepare reflective, engaged teachers of good character willing to advance the cause of education and to cultivate and inspire a love of learning both in their students and within the communities they teach. This mission is accomplished by providing rigorous academic and education course work, combined with multiple supervised field experiences that serve to develop the content and pedagogical knowledge necessary to teach successfully, to foster an appreciation for the richness of diverse cultures, and to value the worth and dignity of all individuals in the international community.”*

VWU’s EPP has a clearly articulated philosophy embedded in the conceptual framework. The framework articulates the purposes of the program and articulates seven specific programmatic goals. These include:

* Develop candidates who know their endorsement area content and are able to employ best practices in instruction of that content to all students.
* Develop candidates who are knowledgeable, reflective, and able to plan, provide, and differentiate instruction to meet the needs of all learners, to include culturally responsive teaching.
* Develop candidates who are knowledgeable, reflective, and able to employ effective behavior management strategies in the classroom and beyond.
* Develop candidates who are able to evaluate and reflect on professional responsibilities, enhance the profession, and are knowledgeable of current trends and issues in education.
* Develop candidates who are knowledgeable, reflective, and able to use instructional media and technology to enhance student learning.
* Develop candidate who are knowledgeable, reflective, and able to employ assessment strategies to collect and evaluate data to increase student learning.
* Develop candidates who possess good character and the dispositions to be successful, reflective teachers.

In addition to the goals stated above, the framework identifies student learning objectives/outcomes which are measured annually in the Student Learning Assessment Report.

**2. The program design incorporates the specific knowledge and skills that are necessary for competence at the entry level for educational professionals.**

As outlined in the IR, the EPP’s conceptual framework identifies program learning outcomes and provides dates for which each of these outcomes were measured/assessed. Each outcome is linked to Council for the Accreditation of Education Preparation (CAEP) and Interstate Teacher Assessment and Support Consortium (InTASC) standards.

Annual SLAR (Student Learning Assessment Report) documents, particularly the most recent one (2016-2017), identify how each of these are measured and specific thresholds that the EPP faculty have deemed to meet acceptable standards. (addressed further in Standard 2 section)

All education licensure programs at VWU include academic (content) and professional studies courses in addition to field experiences. As part of the General Studies curriculum, candidates are exposed to a liberal arts curriculum, completing at least one course in each of the University’s three academic “schools.”

Content knowledge is obtained by candidates through completion of endorsement coursework in the applicable major. Students completing the five-year BA/MAEd or BS/MAEd programs take this content coursework as part of their undergraduate curriculum. Throughout their course of study, candidates also complete professional studies coursework, field experiences, practica, and student teaching.

**3. The program design includes a knowledge base that reflects current research, best educational practice and the Virginia Standards of Learning.**

As noted in the EPP’s 2017 IR Report:

*“All endorsement area programs are designed to prepare professional educators who, as first-year teachers, can effectively perform their roles and meet their responsibilities in the public schools. The ultimate goal of VWU’s Teacher Education Program is to ensure that teacher candidates, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Regulations Governing the Review and Approval of Education Programs in Virginia and become engaged, reflective teachers. Program design has also been guided by the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Danielson’s seminal work, Enhancing Professional Practice: A Framework for Teaching, along with the updated Framework correlated with InTASC Standards found online, the Technology Standards for Instructional Personnel (TSIP), and the Virginia Standards of Learning.”*

Additionally, the conceptual framework cites current pedagogical sources in its research base as the foundation for program development. The framework clearly articulates how best practices and current research have shaped the goals and philosophy of the EPP at VWU.

**4. The program is designed from a framework that is knowledge-based, evidenced-based and articulated and that has been collaboratively developed with various stakeholders.**

As noted in indicator 3 above, the conceptual framework articulates how its design originates from the current knowledge base of best practices, current research, and evidence-based strategies.

Although the EPP acknowledges significant key personnel changeover in the last seven years, according to the IR, staff indicated that drafts of the framework design have been shared with stakeholders, adopting the final version in December 2017. This was verified on-site through review of correspondence and interviews with advisory board members and stakeholders. The faculty acknowledged a renewed focus on collaboration with stakeholders and are continuing to improve its process for doing so. Creation of a MAEd Advisory Board, an Elementary Advisory Board, and a Faculty Advisory Board have been part of this process. The advisory boards are new, however, and have no formalized structure, documentation, by-laws, or handbook.

The EPP reports ongoing and responsible relationships with partner schools and school systems and reports its involvement/input in program design, creating field experiences, and providing outreach activities. Teachers and administrators in local PreK-12 schools have participated in the monitoring, implementation, and review of clinical experiences. Evidence of this was verified during the on-site review through the interview process.

**5. The professional education programs for teachers, school leaders, and other school personnel shall develop the essential entry-level competencies needed for success in preK-12 schools by demonstrating alignment among the general, content, and professional courses and experiences. Indicators of the achievement of this standard shall include the following:**

1. ***The professional education program develops, implements, and evaluates programs, courses, and activities that enable entry-level candidates to develop the knowledge, skills, and dispositions identified in the program design framework.***

According to the IR, the EPP works collaboratively with partner colleagues from PreK-12 settings, as well as academic faculty to accomplish this goal. Candidate progress through the program is assessed and monitored. On an annual basis, the EPP completes as assessment and review of data through VWU’s process for “Student Learning Assessment Report” (SLAR) submission. The SLAR process informs needed improvements of programmatic requirements, courses, and field experiences. Faculty in the Education Department reported on-site that they were involved in the SLAR process.

The EPP ensures that teacher candidates complete all endorsement requirements by aligning requirements with the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Candidates complete needed courses in content areas and in professional studies, addressing technology competencies throughout their program. Ongoing short-term field experiences and the culminating student teaching experience allow candidates to demonstrate and apply their knowledge and skills.

1. ***The professional education program assesses candidates’ attainment of the knowledge, skills, and dispositions identified in the program design framework.***

As outlined in the EPP’s IR, candidates are assessed through successful completion of coursework and fieldwork, Grade Point Average (GPA) requirements, and standardized assessments. Minimum academic performance is expected for admission to and remaining in the EPP. During practica and student teaching, candidates are observed and evaluated on a variety of measures, though the criteria for minimum success on these measures is insufficiently clear in the report. During the on-site visit, however, the EPP was able to provide additional evidence to support how these measures are assessed, including criteria for success, and how this information is clearly communicated to candidates and the evaluators in the candidate handbook. The process for dispositional assessment was reviewed and also became clear during the on-site review. It was determined to be acceptable for addressing this strand of the standard.

***The professional education program provides evidence that candidates have achieved the knowledge, skills, and dispositions identified in the program design framework.***

Data provided in the IR demonstrate achievement of knowledge and skills identified in the framework through GPA and testing data. Professional knowledge and pedagogy are assessed through coursework and course-specific assignments. Additionally, these skills are subjectively evaluated during student teaching by the university supervisors, cooperating teachers, and building administrators. It is not sufficiently clear in the report what scores/results on these assessments are required for a student teacher to be considered to have successfully completed the student teaching experience, however, supplemental information during the on-site review made this clear. It is also clear that this information is accessible to candidates and evaluators. Alumni survey data generally show positive responses; however, there is no clear indication of how the EPP defines “favorable” so it is unclear if the data meets the expectations they have set.

**6. The professional education program shall have multiple well-planned, sequenced, and integrated field experiences that include observations, practica, student teaching, internships, and other opportunities to interact with students and the school environment. Indicators of the achievement of this standard shall include the following:**

1. ***Field experiences provide opportunities for candidates to relate theory to actual practice in classrooms and schools, to create meaningful learning experiences for a variety of students, and to practice in settings with students of diverse backgrounds.***

As documented in the IR, and verified though the on-site visit, the EPP provides ample field experiences for candidates (and prospective candidates) beginning as early as the freshman year of study. All students have at least one experience at the on-campus school, Tidewater Collegiate Academy, and then other more traditional school experiences throughout the rest of their program of study. Reviews of transcripts during the site-review indicate that students have field experiences throughout their program of study, culminating in the student teaching experience. These experiences are reported to represent students of diverse backgrounds. During the interviews, students and alumni were able to give very concrete examples of how these experiences represented “diversity” and “a variety of students.”

The surrounding geographic region in which students are placed is noted to be very racially diverse. Students are placed in the following school divisions for field placements: Chesapeake Public Schools: (45% minority), Norfolk Public Schools (77% minority), Portsmouth Public Schools (77% minority), Suffolk Public Schools (63% minority), and Virginia Beach City Public Schools (45% minority).

***Field experiences provide opportunities for candidates to demonstrate competence in the professional teaching or administrative roles for which they are preparing, including opportunities to interact and communicate effectively with parents, community and other stakeholders.***

The EPP notes in the IR that all students in practica and student teaching are required to partake in all aspects of a classroom, and this includes engagement with everyone who has a stake in education. In classes, candidates examine ways to work with the community – especially parents, guardians, and extended family members – in order to develop a circle of support around each student. In the field experiences, teacher candidates participate in back-to-school nights, parent/teacher meetings, child study team meetings, and in other community events. During interviews on-site, students and alumni were able to give concrete examples of class mock activities and fieldwork opportunities to engage with parents and community members.

1. ***Student teaching and other field experiences include a minimum of 300 clock hours, with at least 150 hours of that time spent in directed teaching activities at the level of endorsement. Programs in administration and supervision provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program.***

During the on-site visit, the team was able to verify through clock hour documentation forms and transcripts, that teacher candidates are completing these minimum requirements. In fact, candidates exceed these minimum hours required by the regulations.

1. ***Candidates in education programs complete field experiences, internships, or other supervised activities that allow them to develop and apply the new knowledge and skill gained in their programs.***

The IR report states and provides evidence that candidates in the VWU EPP utilize the knowledge and skills gained in professional education course work and accompanying on-site experiences and formal field experiences, culminating with pre-service teaching. In these experiences, candidates develop lesson plans based on the Virginia Standards of Learning and the school division curriculum, engage in direct teaching of their endorsement area content, manage student behavior, and participate in all formal and informal school activities as permitted.

1. ***Candidate performance in field experiences is evaluated and documented using multiple assessments, including feedback from education and arts and sciences faculty, school faculty, and peers, as well as self-reflection by candidates.***

According to the IR, candidates are evaluated through multiple assessments (lesson observations, informal/formative feedback, course assignments, student feedback, summative evaluations, etc.) and by multiple evaluators. Interestingly, candidates were quick to point out that they receive feedback informally from their PreK-12 students, through their behaviors and their class performance. Candidates also receive more structured feedback from cooperating/host teachers, university supervisors, the Coordinator of Clinical Experiences and Partnerships, the Education Faculty, and also from arts and sciences faculty. Students and alumni reported engaging in peer feedback and self-reflection as part of the fieldwork process. This evidence was verified through on-site interviews during the review team visit.

**7. Professional education faculty collaborate with arts and sciences faculty, school personnel, and other members of the professional community to design, deliver, assess, and renew programs for the preparation and continuing development of school personnel and to improve the quality of education in preK-12 schools. Indicators of the achievement of this standard shall include the following:**

1. ***Professional education faculty collaborate with the faculty who teach general and content courses to design and evaluate programs that shall prepare candidates to teach the Standards of Learning.***

As supported by examples in the IR, faculty in the Education Department collaborate with peers across the university to ensure that content courses address the needs of the coursework requirements for teacher education as determined by the state regulations. As a small university, VWU feels well-positioned for such collaborations. One example includes reviewing and sharing the Virginia Department of Education matrices with arts and sciences faculty to ensure that teacher education candidates have a high-level understanding of subject-specific content. Another example is arranging for arts and sciences faculty to observe candidates during fieldwork placements to offer feedback about content mastery and knowledge. A committee, composed of various department chairs, deans, the provost, and education faculty, meets as needed to review matters pertaining specifically to teacher licensure and preparing teacher education candidates. On-site interviews with faculty and administrators confirm this spirit of collaboration.

***Partnership agreements ensure that professional education faculty collaborate with personnel in partnering schools and school divisions to design and evaluate programs, teaching methods, field experiences, and other activities.***

VWU enjoys numerous formal and informal partnerships with schools and local agencies in the Hampton Roads areas; the IR outlines several examples of these partnerships. During the on-site visit, meetings with partners confirmed that these partners feel that they have a significant role in designing and evaluating the teacher education program, teaching methods, field experiences, and other activities. Partners offered very specific examples of when they offered a suggestion or contributed to a decision-making process that resulted in a tangible outcome or change in practice in the program.

1. ***Partnership agreements ensure that professional education faculty collaborate with personnel in partnering schools to assess candidates during observations, practica, student teaching, internships, and other field experiences.***

Partnership agreements referenced in the IR are in place to ensure that this assessment occurs. There is clear evidence showing that personnel in partnering schools are assessing student candidates during fieldwork and that these expectations are clearly outlined in fieldwork handbooks and candidate handbooks.

1. ***Opportunities exist for professional education faculty, school personnel, and other members of the professional community to collaborate on the development and refinement of knowledge bases, conduct research, and improve the quality of education.***

The IR indicates that program faculty regularly meet and collaborate with public school counterparts to discuss the efficacy of the educator preparation program. As an example, Associate Professor of Education Hilve Firek attended the annual conference of the National Association of Professional Development Schools with the guidance counselor from the Bayside Sixth-Grade Campus, Mr. Rob Lanz. As a direct result, professional development opportunities were extended to the Bayside Middle School; VWU students now assist with the implementation of literacy programs at this school. Education faculty, in collaboration with their peers in the natural sciences, have earned three Virginia Department of Education grants totaling more than $90,000 over the past several years to provide professional development to high-school biology teachers. This work was a direct result of outreach faculty members had conducted with science teachers to determine what areas of biology instruction could be improved. Furthermore, interviews with participants resulted in the creation of BIO 190, a science course in the Diversity of Life. This course covers many of the topics teachers expressed to VWU that they did not teach in depth during the school year. The development of BIO 190 resulted from a Chesapeake Bay Trust grant to ensure the teaching of topics that relate to a healthy watershed. These represent only a few examples of how program and colleagues throughout this campus and the state collaborate to refine the knowledge base of teachers and of PreK-12 students.

**Review of Team Findings Based on Evidence Presented**

**Recommendation for Standard 1**: **MET**

**Strengths**: The program’s conceptual framework was collaboratively developed and

accurately represents the program’s focus on content and professional studies coursework as well as intentional, integrated field experiences that prepare students to practice in settings with students of diverse abilities and backgrounds. The EPP has developed and maintained excellent relationships with school and community partners that are mutually beneficial for VWU faculty, VWU students, local schools, local teachers, and local PreK-12 students.

**Weaknesses**: Although partnerships represent an area of particular strength for the Education Preparation Program at VWU, the advisory boards are not codified in any formal manner; there is no documented mission or purpose of either of the advisory boards, nor is there any statement about how members are selected, terms/lengths/expectations of service, leadership roles (if applicable), purpose/mission, schedule of meetings, etc.

## STANDARD 2: Candidate Performance on

## Competencies for Endorsement Areas

1. Standard 2: Candidate Performance on Competencies for Endorsement Areas. **Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC 20-542-70 through 8VAC 20-542-600.**
2. Candidates in education programs have completed general education courses and experiences in the liberal arts and sciences and demonstrate the broad theoretical and practical knowledge necessary for teaching and PreK-12 student achievement.

**Indicators of the achievement of this standard shall include the following:**

1. **Candidates demonstrate that they have a full command of the English language, use Standard English grammar, have rich speaking and writing vocabularies, are knowledgeable of exemplary authors and literary works, and communicate effectively in educational, occupational, and personal areas.**

The Faculty of the Education Program provided evidence that all candidates meet the standard through coursework and assessments. Specifically, all candidates are required to pass multiple English courses in composition, complete an instructional technology course, and reach a passing score on the admission assessment, Praxis® Core Academic Skills for Educators (or substitute tests) in writing, as well as the licensure test, Virginia Communication and Literacy Assessment.

*Notes/Concerns:*

* Typically, an Instructional Technology class (INST 203 Applied Technology or Innovative Instruction) would not have a strong English language component. However, the course is structured with requirements that offer instruction and assignments supporting the command of the English Language. During the on-site visit, course requirements and candidate samples were reviewed and verified in support of meeting the standard.
* While it would be helpful for site reviewers to be able to distinguish between endorsement areas for each part of the standard, the required courses noted below represent all endorsement areas.

Evidence submitted (INST 203: Applied Technology for Innovative Instruction, EDUC 329: Curriculum and Instruction PreK-6, EDUC 348: Perspectives on Math and Science Initiatives, EDUC 434: Elementary Preservice Teaching I, EDUC 461: Elementary Preservice Teaching I) for candidates was examined, reviewed, measured to the standard, and verified during the on-site visit to be accurate and reliable in meeting the aforementioned section of the standard.

***b. Candidates demonstrate that they can solve mathematical problems, communicate and reason mathematically, and make mathematical connections.***

The Faculty of the Education Program provided evidence that all candidates meet the standard through standardized assessments and coursework. Specifically, all candidates are required to reach a passing score on the Praxis® Core Academic Skills for Educators (or substitute tests) in Mathematics, pass multiple mathematics courses, and pass multiple education courses.

***Notes/Concerns:***

* Tables 2.1.b\_1 through 2.1.b\_4 reflect competency measures related to mathematics for elementary, special education, history and social sciences, and English. During the on-site visit, course requirements and student samples were reviewed and verified in support of meeting the standard.
* While it would be helpful for site reviewers to be able to distinguish between endorsement areas for each part of the standard, the required courses noted below and passing scores on the required assessments demonstrate student understanding.

Evidence submitted (MATH 104, 105, 106, 135, 171, 210, 325, 329, 348, and Praxis Core) for candidates was examined, reviewed, measured to the standard, and verified during the on-site visit to be accurate and reliable in meeting the aforementioned section of the standard.

**c. *Candidates demonstrate that they develop and use experimental design in scientific inquiry, use the language of science to communicate understanding of the discipline, investigate phenomena using technology, understand the history of scientific discovery, and make informed decisions regarding contemporary issues in science, including science-related careers.***

The Faculty of the Education Program provided evidence that all candidates meet the standard through coursework, assessments and observations. Specifically, all candidates are required to pass multiple science courses (Biology and Geology). Candidates also are required to reach a satisfactory level of proficiency in scientific discovery as measured in formal observations.

*Notes/Concerns:*

* Tables 2.1.c\_1 through 2.1.c\_4 reflect competency measures related to science for elementary, special education, history and social sciences, English. During the on-site visit, course requirements and student samples were reviewed and verified in support of meeting the standard.
* While it would be helpful for site reviewers to be able to distinguish between endorsement areas for each part of the standard, the required courses noted below and passing scores on the required assessments demonstrate student understanding.

Evidence submitted (BIO 100, PHSC 100, EES 130, EES 131, EES 132, ES 133, and Praxis) for candidates was examined, reviewed, measured to the standard, and verified during the on-site visit to be accurate and reliable in meeting the aforementioned section of the standard.

1. ***Candidates demonstrate that they know and understand our national heritage; and have knowledge and skills in American and world history, geography, government/political science, and economics that create informed and responsible citizens who can understand, discuss, and participate in democratic processes.***

The Faculty of the Education Program provided evidence that all candidates meet the standard through coursework, assessments and observations. Specifically, all candidates are required to pass multiple courses (Geography, History, Political Science, and Economics), and reach proficiency levels during observations.

*Notes/Concerns:*

* Tables 2.1.d\_1 through 2.1.d\_4 reflect competency measures related to history, geography, government/political science, and economics for elementary education, special education, history and social sciences, and English endorsement areas. During the on-site visit, course requirements and student samples were reviewed and verified in support of meeting the standard.
* While it would be helpful for site reviewers to be able to distinguish between endorsement areas for each part of the standard, the required courses noted below and passing scores on the required assessments demonstrate student understanding.

Evidence submitted (HIST 111, HIST 113, HIST 114, HIST 116, MBE 100 POLS 335/337, GEOG 111 and Praxis) for candidates was examined, reviewed, measured to the standard, and verified during the on-site visit to be accurate and reliable in meeting the aforementioned section of the standard.

**e. *Candidates demonstrate that they have supporting knowledge in fine arts, communications, literature, foreign language, health, psychology, philosophy and/or other disciplines that contribute to a broad-based liberal education.***

The Faculty of the Education Program provided evidence that all candidates meet the standard through coursework. Specifically, all candidates are required to choose courses from selected predetermined courses (Frame of Reference) that highlight a broad-based liberal arts education. VWU incorporates the Frame of Reference process where candidates must complete 32 semester hours in seven different areas. The Frames of Reference process allows candidates to have a wide range of courses to choose from in assuring students will experience a broad range of disciplines.

Evidence submitted for candidates was examined, reviewed, measured to the standard, and verified during the on-site visit to be accurate and reliable in meeting the aforementioned section of the standard.

**f. *Candidates take basic entry-level competency assessments prescribed by the Virginia Board of Education.***

Students seeking teacher licensure must formally apply for admission to the Professional Education Program (EPP). To be accepted into the EPP, candidates must complete an application, pass all parts of the Praxis Core Academic Skills for Educators (or have qualifying SAT/ACT scores), have a GPA of 2.8, and achieve a grade of C or better in the pre-admissions courses INS 202, INST 203, and EDUC 225.

Evidence submitted for candidates was examined, reviewed, measured to the standard, and verified during the on-site visit to be accurate and reliable in meeting the aforementioned section of the standard.

**g. *Candidates achieve passing scores on professional content assessments for licensure prescribed by the Board of Education prior to completing their programs.***

Following admission to the EPP, candidates are required to complete the following prior to the pre-service teaching semester: maintain good standing in the department, maintain the required GPA, maintain an overall GPA of 2.8, achieve a minimum grade of C in all professional education courses, reach a passing score on the Virginia Communication and Literacy Assessment (VCLA), submit a negative TB test, provide Dyslexia training module certificate, provide cleared Background check, provide First Aid, Cardiopulmonary Resuscitation (CPR), and the use of Automated External Defibrillators (AED) training verification, and submit passing scores on the required Praxis Subject Assessment(s).

Evidence submitted for candidates was examined, reviewed, measured to the standard, and verified during the on-site visit to be accurate and reliable in meeting the aforementioned section of the standard.

1. **Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to work with a variety of students, including those from diverse backgrounds, and to have a positive effect on student learning.**

Indicators of the achievement of this standard shall include the following:

1. ***Candidates demonstrate the ability to apply knowledge and skills related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth; the complex nature of language acquisition and reading; and an understanding of contemporary educational issues including the prevention of child abuse, appropriate use of technology, and diversity.***

The Faculty of the Education Program reported that all candidates meet the standard through coursework and field experiences. Specifically, candidates are required to pass EDUC 225 Characteristics of the Learner and SPED 371 Foundations/Legal/Ethical Issues in Education. Special Education candidates are required to pass PSY 205 Lifespan Developmental Psychology and additional special education courses. The EPP also provided evidence of course-embedded performance assessments relating to the standard and observations conducted during student teaching.

***Notes/Concerns:***

* Tables 2.1.a\_1 through 2.1.a\_3 reflect competency measures related to physical, neurological, social, emotional, intellectual, and cognitive development of children for elementary, special education, secondary.
* Opportunities for developing knowledge and capacity in working with diverse populations include candidate participation in the Tidewater Collegiate Academy (Lab School).
* Evaluations conducted by cooperating teachers and college supervisors during student teaching reflected candidate’s ability to apply knowledge and skills related to physical, social, emotional, intellectual and cognitive development.
* Data in Tables 2.1.a\_1 through 2.1.a\_3 was not clear on how students seeking middle level endorsements, English, or history and social sciences endorsements were evaluated.
* While it would be helpful for site reviewers to be able to distinguish between endorsement areas for each part of the standard, the required courses noted below and passing scores on the required Reading for Virginia Educators assessment demonstrate student understanding.

Evidence submitted (EDUC 225 Characteristics of the Learner, EDUC 320 Teaching Reading and the Language Arts, EDUC 321 Literacy Development and Assessment, SPED 371 Foundations/Legal/Ethical Issues in Special Education, PSY 205 Lifespan Developmental Psychology, and the Reading for Virginia Educators assessment) for candidates was examined, reviewed, measured to the standard, and verified during the on-site visit. Evidence provided was minimal and additional efforts could be made to use current evaluation tools to better address the standard.

1. ***Candidates demonstrate the ability to apply the principles of learning, methods for teaching reading, methods for teaching the content area, classroom [and behavior] management, selection and use of teaching materials, and evaluation of student performance****.*

The Faculty of the Education Program reported that all candidates meet the standard through course grades, related coursework, standardized tests, and field experiences. The EPP noted in Tables 2.2.b\_1 through 2.2.b\_3 the selected courses, assessments, and observation data. And, Tables 2.2.b\_4 and 2.2.b\_5 reflect the number of students who scored at or above an acceptable level on the associated rubric**.**

***Notes/Concerns:***

* Tables 2.2.b\_1 through 2.2b\_5 show data from the elementary, secondary, and special education endorsement areas and multiple years. Information is not available by specific endorsement areas. For example, middle level, foreign languages, biology, English, history and social sciences endorsement areas are not separated in tables. Tables group endorsement areas together which make it hard to examine the progress of individual programs.
* Specific data from all endorsement areas are not decipherable in tables 2.2.b1-2.2.b\_5. Tables contain elementary, secondary, and special education in titles but review cannot decipher progress of endorsements in middle level, foreign languages, biology, English, history and social sciences.
* Tables 2.2.b\_1, 2.2.b\_2, and 2.2.b\_3 are confusing and the description of the data within the tables do not address the specific parts of the standard,
* Tables do not address the part of the standard “selection and use of teaching materials.”
* In Table 2.2.b\_1 methods are grouped together in the reporting and the standard calls for evidence for the methods for teaching reading and the methods for teaching content areas.
* Evidence in Tables 2.2.b\_1 – 2.2.b\_3 group large portions of the standard into tables that are not sufficiently disaggregated or fully explained as required by the standard. For example, Table 2.2.b\_1 provides the percentages of candidates scoring at a B or above in InTASC Measures, and Observational Performance Assessments related to methods, management, and student assessment for Elementary Education. The site reviewers were confused on how 60% of students scoring at a B or higher in the EDUC 330 course could be used to identify which part of the standard (InTASC, Observational Performance Assessments, methods, management, and student assessment) is met and which part is not met.
* Tables 2.2.b\_4 and 2.2.b\_5 display the number of students who scored at or above an acceptable level on the rubric associated with methods, management, and student assessment. It is not clear on whether the assessment measures the methods for teaching content or the methods for teaching reading.
* Additional evidence is needed to support the evaluation of student learning while candidates are completing the internship.

As noted in detail above, the evidence provided does not accurately match the criteria within the standard, and the evidence provided is not sufficient or disaggregated to fully satisfy the elements of the standard.

1. ***Candidates demonstrate the ability to have a positive effect on student learning through judging prior student learning; planning instruction; teaching; and assessing, analyzing, and reflecting on student performance.***

The Faculty of the Education Program reported that all candidates meet the standard through judging prior student learning; planning instruction, teaching; and assessing, analyzing, and reflecting on student performance through course grades, related coursework, standardized tests, and field experiences.

Table 2.2.c\_1 reflect the specific knowledge and/or skill meeting the competencies. Table 2.2.c\_2 through 2.2.c\_4 shows the number of students who reached a B or higher on selected courses, InTASC Measures, and Observation Performance Assessments.

***Notes/Concerns:***

* No data was provided on candidates’ knowledge and skills related to teaching, planning, assessment, and reflection for secondary or special education endorsement programs.
* Additional evidence is needed on how candidates judge prior student learning and reflect on student performance (pre/post-tests).
* Data was not disaggregated for each endorsement area. Tables 2.2.c\_1 through 2.2.c\_5 represent data from elementary, special education, and secondary endorsements. No data is provided for endorsements in middle level, foreign languages, biology, English, history and social sciences.
* Sufficient evidence was not provided to document how candidates have a positive effect on student learning during the internship.
* Tables 2.2.c\_2 shows general student achievement and lumps all components of the standard in one table. It is hard to identify which part(s) of the standard are being addressed.

As noted in detail above, the evidence provided does not accurately match the criteria within the standard, and the evidence provided is not sufficient or disaggregated to fully satisfy the elements of the standard.

1. ***Candidates demonstrate the ability to use educational technology to enhance student learning, including the use of computers and other technologies in instruction, assessment, and professional productivity.***

The Faculty of the Education Program reported that all candidates meet the standard through course grades, related coursework, and field experiences. Technology is integrated into coursework (INST 203 Technology for Innovative Instruction) and candidates learn from course instructors who serve as models and from completing assignments in a variety of courses. Interviews conducted on-site with faculty and students supported the evidence.

***Notes/Concerns:***

* It would be helpful for site reviewers to be able to distinguish between endorsement areas for each part of the standard. For example, Tables 2.2.d\_1 through 2.2.d\_3 provide data on students seeking elementary, special education, or secondary endorsements. Middle level, English, history and social sciences, biology and other program endorsements are not specifically listed in the table.
* The INST 203 course is the common thread in all endorsements and appears to be an excellent source of evidence for meeting the parts of the standard.

Evidence submitted (INST 203, Blog, WebQuest, Prezi, and Newsletter) for candidates was examined, reviewed, measured to the standard, and verified during the on-site visit. Evidence provided was sufficient.

1. ***Candidates demonstrate the ability to analyze and use various types of data to plan and assess student learning*.**

The Faculty of the Education Program reported that all candidates meet the standard through course grades, performance on coursework, and performance while teaching. The EPP noted in Tables 2.2.e\_1 through 2.2.e\_3 candidate’s performance related to data analysis and assessment of student learning. Additional Tables 2.2.e\_4 and 2.2.e\_5 reflect course assessments specifically related to candidates’ knowledge and skills related to various skills.

***Notes/Concerns:***

* Evidence is missing that would reflect candidates’ analyses and use of various types of data to assess student learning during the internship experience.
* Evidence is missing on the candidates’ knowledge and skills related to teaching, planning, assessment, and reflection for special education and secondary levels.
* In Tables 2.2.e\_1 through 2.2.e\_5 represent data from elementary, special education, and secondary endorsements. Evidence was not disaggregated by endorsement areas or by specific assessment of student learning during the internship. No data is provided for endorsements in middle level, foreign languages, biology, English, history and social sciences.
* Tables 2.2.e\_4 and 2.2.e\_5 do not explain how the various types of data are used to plan and assess student learning,
* Additional data and evidence are needed to address how candidates demonstrate the ability to analyze and use various types of data to plan and assess student learning.

As noted in detail above, the evidence provided does not accurately match the criteria within the standard and the evidence provided is not sufficient or disaggregated to fully satisfy the elements of the standard.

**Note: Virginia Wesleyan University does not have a program in educational leadership, counseling, reading specialist, mathematics specialist, or school psychology.**

**Review of Team Findings Based on Evidence Presented:**

**Recommendation for Standard 2: Met Minimally with Significant Weaknesses**

**Strengths:** 1. The *Frames of Reference* (General Education Curriculum) process is a program strength. The program enables and harnesses candidate’s interests in a wide range of courses while assuring candidates will receive a broad-based liberal arts education.

2. The Tidewater Collegiate Academy is a strength of the program. Candidates have the opportunity to work with a diverse population and gain valuable pre-service teaching experiences.

3. Candidates at different stages of the teacher preparation program professed their unwavering support of the educational faculty. In several instances, candidates explained how supportive, caring, professional, and genuinely kind the education faculty is to everyone seeking teaching licensure. The faculty is to be commended for building strong relationships and rapport with candidates.

**Weaknesses:** The evidence submitted for Standards 2.2b, 2.2c, and 2.2e were all noted to be insufficient to meet the standard. In all cases, evidence presented did not accurately match the criteria within the standard and the evidence provided was not sufficient or disaggregated to fully satisfy the elements of the standard. **[Refer to specific “notes” listed under indicators.]**

## STANDARD 3: Faculty in Professional Education Programs

C. **Standard 3: Faculty in Professional Education Programs**. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.

1. The full-time and part-time professional education faculty, including school faculty, adjunct faculty and others, represent diverse backgrounds, are qualified for their assignments and are actively engaged in the professional community.

Indicators of the achievement of this standard shall include the following:

1. ***Professional education faculty have completed formal advanced study; have earned doctorates or the equivalent, or exceptional expertise in their field.***

As noted in the IR and verified on-site, Virginia Wesleyan University’s Education Department is comprised of four full-time education faculty members, including the director. All full-time education faculty hold terminal degrees. Professional education faculty vitae indicate that education faculty members in the professional education program have appropriate expertise that qualifies them for their various assignments. Additionally, the Coordinator of Clinical Experiences and Partnerships holds an M.Ed. in curriculum and instruction and has over 10 years of teaching experience.

Among the four full-time faculty members, three are tenured and one is tenure-track (currently untenured). The education program also has a complement of 61 full-time faculty members in arts and sciences of which 55 have a terminal degree; six hold advanced degrees and significant experience in their field of study (VWU Institutional Report, 2017).

The director, under supervision of the provost, ensures that all full-time and part-time faculty and supervisors hold the appropriate credentials and professional and educational experience as required by the **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)** and evidenced by a sample of curriculum vitae reviewed during the on-site campus visit.

1. ***Professional education faculty have demonstrated competence in each field of endorsement area specialization.***

Provided in the IR and further documented during the visit, faculty vitae indicate the Education Department faculty has demonstrated preparation and competence in an endorsement area specialization. Faculty areas of specialization include curriculum and instruction; special education; elementary and middle education; secondary English and science and reading education. All full-time professional education faculty members have a minimum of three years of professional experiences at the PreKindergarten-12 level, with an average of 14 years among all faculty.

1. ***Professional education faculty demonstrate understanding of current practice related to the use of computers and technology and integrate technology into their teaching and scholarship.***

Supported by evidence in the IR and further supported by on-site interviews, education faculty engage in research, presentations, class projects, and summer initiatives (STEM Academy) that involve working with students in the use of technology. VWU education faculty have been presenters in workshops offered by the University’s Talk about Teaching Series (INTEL sponsored). These workshops offer lessons learned, as faculty share new experiences and best practices for innovative teaching. For example, an education faculty presented a workshop about the University’s 3D printing technology and available software in March 2017. This workshop led to cross-discipline faculty discussions surrounding interdisciplinary pedagogies.

Interviews with professional education faculty and university administrators indicate that resources are allocated by the Center for Innovative Teaching and Engaged Learning (INTEL) for professional development in using technology.

Several sources of evidence indicate that professional education faculty members demonstrate an understanding of current practice related to technology: candidate handbooks, course descriptions, and course syllabi reflect the use of technology to enhance PreKindergarten-12 student learning, as well as address the Virginia Department of Education’s (VDOE) technology competencies (*INST 203– Applied Technology for Innovative Instruction , INST 202- The School and Society, INST 482 – Issues in Education, and several multiple methods course for all programs*).

1. ***Professional education faculty demonstrate understanding of Virginia's Standards of Learning.***

Evidenced in the IR, the *Virginia Standards of Learning* are reflected in course syllabi created by the education faculty to include course learning objectives, requirements, and practica field experiences. Interviews with professional education faculty revealed that they have a strong understanding of the *Virginia Standards of Learning* address the *Standards of Learning* specifically in their instruction, and require candidates in the program to develop and implement instruction which ensures that PreKindergarten-12 students master the *Standards of Learning*. In comparison, interviews with arts and science faculty suggest an awareness of the *Standards of Learning*, but indicate that faculty rely on candidates to align the standards with content when appropriate.

1. ***Professional education faculty demonstrate understanding of cultural differences and exceptionalities and their instructional implications.***

Upon review of documentation in the IR, it is evident that the professional education faculty members demonstrate their understanding of cultural differences and exceptionalities and their instructional implications through information found in their curriculum vita, courses, study aboard/away programs, and instructional assignments they plan as part of the professional education program. Additionally, VWU’s education faculty demonstrate an understanding of cultural differences and exceptionalities by advocating for and demonstrating culturally responsive teaching. In 2016, Education faculty coordinated VWU’s first Symposium on International Education and arranged for Fred Mednick, the founder of Teachers Without Borders, to serve as the keynote speaker.

1. ***Professional education faculty who supervise field experiences have had professional teaching experiences in preK-12 school settings.***

Based on documentation provided during the on-site visit, most of the education faculty members maintain the appropriate licensure through the Virginia Department of Education. The five adjunct faculty reviewed from 2016-2017 hold a current Virginia license in endorsements, such as foreign language, early education NK-4, English, history and social sciences, administration and supervisor, special education K-12, and mental retardation K-12. All full-time faculty, adjunct faculty, and university supervisors have at least three years of professional teaching experiences in PreKindergarten-12 schools, with an average of 14 years for full-time faculty and almost 20 years for adjunct faculty as evidenced in vitae.

University supervisors have typically retired from public schools as teachers and/or administrators according interviews with faculty and university supervisors. The director recommends qualified applicants for university supervisor positions to the provost.

1. ***Professional education faculty are actively involved with the professional world of practice and the design and delivery of instructional programs in preK-12 schools.***

As documented in the IR, Professional education faculty vitae and annual faculty Professional Activities Forms (PAFs) provide evidence that faculty engage in professional development activities in response to requests from and needs of PreKindergarten-12 in the region: RiverQuest, a three-week-long residential camp for Portsmouth Public School students; Professional Development for Tallwood Elementary School, Virginia Beach administration and teachers to assist in their creation of a makerspace; Professional Development for Kindergarten-8 teachers at St. John the Apostle Catholic Schools session entitled “Designing Paradise with Scientific Argumentation”; and visiting four different elementary schools between Williamsburg and Chesapeake to present a scientific model on 3D printing soon to be published in Science and Children. Additionally, education faculty co-authored and earned grants with members of the VWU Biology Department totaling over $90,000 to provide vital professional development for Advanced Placement biology teachers from across the region.

1. ***Professional education faculty are actively involved in professional associations and participate in education-related services at the local, state, national, and international levels in areas of expertise and assignment.***

As noted in faculty curriculum vitae in the IR, all full-time education faculty have made presentations at local, state, and national education-related conferences and show records of publication in peer-reviewed journals related to areas of expertise and assignment as evidenced following faculty vitae. From the faculty vitae, evidence was provided for the involvement of education faculty in professional organizations. Regional/State organization membership includes ILA’s SIGNAL (Special Interest Group Network on Adolescent Literature); Virginia Association of Teachers of English; Virginia Association of Science Teachers; Women Education Leaders of Virginia; Association of Teacher Educators in Virginia (ATE-VA); Virginia Educational Research Association; Virginia Science Teachers Association; and Wisconsin Association of English Teachers. National organizations include Association of American Educators; TESOL International Association; Kappa Delta Pi; National Association for Research in Science Teaching; National Science Teachers Association; Association of Supervision and Curriculum Development; and Council of Exceptional Children.

1. **Teaching in the professional education program is of high quality and is consistent with the program design and knowledge derived from research and sound professional practice.**

Indicators of the achievement of this standard shall include the following:

1. ***Professional education faculty use instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement.***

Course syllabi provided in the IR indicate that professional education faculty use instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement. Course syllabi are revised and updated by education faculty to reflect current research and practice regarding teaching and learning. Course syllabi, candidates’ work samples, and statements during interviews with faculty indicate a variety of instructional teaching methods and approaches such as differentiated learning, reflection journaling, internet research, and culturally sensitive pedagogy.

Faculty accomplishments that highlight innovative instructional teaching and approaches to learning include:

•Dr. Bill McConnell was awarded VWU’s top award for teaching, The Samuel Nelson Gray Distinguished Teaching Award. The award “recognizes effectiveness as a classroom teacher, creative activity within or pertaining to the classroom, demonstrated influence in developing professional interest and attitudes in one's academic field, and professional activity on or off campus.” *https://www.vwu.edu/ academics/academic-affairs/samuel-nelson-gray-award.php.*   
  
•Dr. Hilve Firek and biology faculty member Dr. Victor Townsend wrote and have been awarded a VDOE grant (NABT/BSCS Biology Teacher Academy) for multiple years to organize, administer, and host a summer workshop for biology teachers from across the state.

• The Tidewater Collegiate Academy (TCA) at Virginia Wesleyan University is an innovative laboratory for teaching and learning that extends from the primary grades through high school with early college dual enrollment opportunities. VWU students and teacher candidates have the opportunities to learn in an authentic teaching environment during placements (*https://www.vwu.edu/tca*).

1. ***The teaching of professional education faculty encourages candidates to reflect, think critically and solve problems.***

Education course syllabi in the IR document the methods, strategies, and learning theories used in the classroom and field practica to invite candidates in VWU’s education programs to learn and apply the principles of reflective practice and critical thinking. Faculty model best practices in teaching by using various instructional strategies and appropriate technology to help students connect with the content and develop critical thinking and problem-solving skills. For example, in the secondary methods course, EDUC 375 Middle & Secondary Teaching Methods (Dr. Firek), typically invites a local administrator or teacher to observe and analyze candidates participating in mock parent conferences. The course, INST 203 Applied Technology for Innovative Instruction, incorporates student-centered, experiential learning and is designed entirely as a project-based course.

1. ***The teaching of professional education faculty reflects knowledge and understanding of cultural diversity and exceptionalities.***

As supported by evidence in the IR, VWU’s education faculty strive to prepare teachers who embrace diversity and who possess the knowledge, skills, and dispositions to help all students learn. Additionally, VWU’s education faculty demonstrate understanding of cultural differences and exceptionalities by advocating for and demonstrating culturally responsive teaching. To build campus awareness of cultural diversity, one of VWU’s education faculty members coordinated VWU’s first Symposium on International Education in 2016 and arranged for Fred Mednick, the founder of Teachers Without Borders, to serve as the keynote speaker.

Evidence provided in syllabi and candidates’ course work indicate that all candidates have opportunities to develop awareness of and sensitivity to the diverse needs of learners in the schools, and they learn how to design and adapt instruction to meet those needs. Candidates study developmental differences, exceptionalities, and cultural and social influences on learning, as well as individual and group differences via course and diverse regional practicum experiences.

1. ***The teaching of professional education faculty is continuously evaluated, and the results are used to improve teaching and learning within the program.***

Faculty members are periodically evaluated, per University policy, cited in the IR and found in the Faculty Handbook pp. IV-1 through IV-2. As part of their annual evaluation, each faculty member is required to submit a Professional Activities Form (PAF) with course syllabi and may provide copies of examinations and student course and instructor evaluation forms.

During interviews with the Assistant Provost and the Birdsong School of Social Science Dean, the team learned that collaboratively with the education program director, faculty are evaluated based on criteria in teaching, research, and service.

Additionally, faculty teaching is evaluated each semester through student evaluations. Faculty must also reflect on these evaluations each year on the Professional Activities Form (PAF) and document changes in course preparation as well as attendance at or participation in content- and pedagogy-related events related to the improvement of teaching. The program director and school dean review results to provide formative feedback to the faculty member for improving the quality of their instruction.

Limited evidence was provided on adjunct faculty. Adjuncts are evaluated by semester using student and chair evaluations (VWU Adjunct Handbook, 2016). Adjuncts are invited and encouraged to participate in all professional development opportunities offered through the college.

1. **The professional education program ensures that policies and assignments are in keeping with the character and mission of the institution or other education program entity and allows professional education faculty to be involved effectively in teaching, scholarship, and service.**

Indicators of the achievement of this standard shall include the following:

1. *Workload policies and assignments accommodate and support the involvement of professional education faculty in teaching, scholarship, and service, including working in preK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.*

According to the IR, the education department adopts the University’s policies on faculty workload and makes assignments in teaching, professional vitality, and service to the University consistent with those policies [*Faculty Handbook*, Chapter III-1 – III-11, esp. III-5 – III-6; *Faculty Handbook* Chapter V]. As explained in Chapter IV of the VWU *Faculty Handbook* [pp. IV-1 – IV-2] faculty professional performance in each area is regularly reported and evaluated.

During interviews with faculty and the University Assistant Provost, the team learned that the normal teaching load for an academic year is 24 credit hours, or the equivalent of six four-credit- hour courses. Faculty determine course and program content and pedagogies and provide instruction; they mentor students in independent research and other individualized opportunities.

Full-time faculty pursue scholarly research or development of a creative body of work, such that their contribution to their field is recognized by external peers [see *Faculty Handbook*, III-5 – III-6]. At VWU, service includes student advising, developing, and maintaining the academic program, and participation in faculty governance. Full-time faculty serve as advisors to students majoring in their disciplines and, on a rotating basis, serve as instructor/advisors to freshmen in a one-credit orientation freshman course, FYE 101 First Year Experience.

1. ***Policies governing the teaching loads of professional education faculty, including overloads and off-site teaching, are mutually agreed upon and allow faculty to engage effectively in teaching, scholarship, and service.***

According to the VWU *Faculty Handbook,* pp. V-I, normal teaching load for faculty is six four-credit hour courses per academic year. Individual faculty members’ loads may vary based on sabbaticals or administrative assignments such as program directors, associate dean, and special assignment.

Overload assignments require the approval of the Dean of the Birdsong School of Social Science and the Provost. Once the course schedule is approved at the departmental level, the Birdsong School Dean reviews and makes recommendations to the Provost (VWU *Faculty Handbook*, pp.1-7).

The following faulty load data was provided by the Assistant Provost during the on-site visit. The Assistant Provost explains the education faculty workload reflects reductions associated with accreditation preparation or special assignment.

Table 4: Virginia Wesleyan University – Faculty Work Load Comparison

|  | University Faculty Average | Range | Education Faculty | Range |
| --- | --- | --- | --- | --- |
| Spring 2017 | 3.03 | 1-12 | 2.33 | 0-4 |
| Fall 2017 | 3.20 | 1-11 | 2.25 | 0-4 |
| Spring 2018 | 3.06 | 1-8 | 2.25 | 1-3 |

1. ***Recruitment and retention policies for professional education faculty include an explicit plan with adequate resources to hire and retain a qualified and diverse faculty. The plan is evaluated annually for its effectiveness in meeting recruitment goals.***

The faculty recruitment procedures described in the IR are stated in the Guidelines for Faculty Recruitment [Faculty Handbook A-10] and the Hiring Process [Faculty Handbook III]. The Assistant Provost indicated during interviews that the formal policy is outlined in the VWU Faculty Handbook, however, additional strategies have been informally used across campus to recruit and retain diverse faculty within the last five years. Future retirements across campus may provide more opportunities for hiring and continuing to diversity faculty on campus.

1. **The professional education program ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.**

Indicators of the achievement of this standard shall include the following:

1. ***Policies and practices encourage professional education faculty to be continuous learners.***

**The University *Faculty Handbook* states, in part, the following:**

“Virginia Wesleyan recognizes that the professional vitality of its faculty nourishes the curriculum and enhances the quality of the classroom experience: scholarly activities of faculty inform and enliven what they teach and provide a model for undergraduate research that is an increasingly important component of students’ intellectual development. As a general matter, a faculty member who meets the standard for professional development maintains a pattern of scholarly activity. A common thread in such professional development is that the faculty member achieves recognition as an engaged scholar or creative artist among her or his disciplinary peers at a state, regional, or national level [Faculty Handbook III-5]”

Further, ongoing professional development is a key part of the University’s criteria for periodic evaluation. Faculty document their professional development through their annual submission of the Professional Activities Forms (PAF) as part of the faculty evaluation process [Faculty Handbook IV-1 to IV-2].

1. ***Support is provided for professional education faculty and others who may contribute to professional education programs to be regularly involved in professional development activities.***

**Support, described in the IR, is provided for professional education faculty to be regularly involved in professional development activities. Interviews with education faculty and administrators confirmed funding for professional development is available from several sources, such as Innovative Teaching and Engaged Learning (INTEL) and the Office of the Provost.**

In 2012, VWU established the new position of Associate Dean of Innovative Teaching and Engaged Learning (INTEL). The position grew out of the 2011 comprehensive curricular reform, a key feature of which was enhancing engaged learning. With the position came the 2014 establishment of the Center for Innovative Teaching and Engaged Learning (INTEL Center). As stated in the Faculty Handbook, the mission of the INTEL Center is to provide leadership and support for new academic initiatives and faculty development that promote VWU’s strategic institutional commitments to students' intellectual inquiry, active learning, and civic engagement. The INTEL Center has continued pre-existing support of course enhancement funding (discussed below), and also created a variety of resources in support of faculty development to that includes workshops, funding protocols, grants, and awards.

Faculty who engaged as participants in a conference or seminar (presenter, session chair, etc.) have an annual allocation of up to $1,350; faculty attending but not formally on the program, or seeking support for professional membership or other development not involving presentation, are allocated $350. Faculty may request additional funding for professional development costs that exceed this allotment, with requests handled on a case-by-case basis.

Apart from annual operational funds, departments and individual faculty members can apply for and receive funding for computer replacements, special software purchases, and for new and renovated classroom technology. As a rule, these equipment and software purchases are funded through the Office of Academic Affairs, Information Technology Services, or a combination of both.

1. ***Professional education faculty are actively involved in scholarly activities that are designed to enhance professional skills and practice.***

Professional education faculty are actively involved in activities that enhance their skills and practice. The on-site interview with the professional education faculty and the review of education faculty members’ vitae provided in the IR indicate all the education faculty members are involved in scholarly activities in their fields. They include participation in local, state, and national professional associations, as well as presentations at local, state, national, and international conferences. Successful publication of book chapters was listed on the vitae of a faculty member. A professional education faculty member secured several grants that supported programs for local school divisions and the Chesapeake Science and Medicine Academy. Faculty document their professional activities their annual submission of the Professional Activities Forms as part of the faculty evaluation process [VWU *Faculty Handbook* IV-1 to IV-2.]

1. ***Regular evaluation of professional education faculty includes contributions to teaching, scholarship, and service.***

Reference section 4e. below for explanation of regular faculty evaluation procedures.

1. ***Evaluations are used systematically to improve teaching, scholarship, and service of the professional education faculty.***

The conditions of faculty employment described in the IR are stated in Section III of the VWU *Faculty Handbook*, “Policies Relating to Employment, Academic Freedom, and Advancement and Tenure” (4-111 Selection Hiring Evaluation). Faculty performance is reviewed annually, and the *Faculty Handbook* section Periodic Evaluations and Faculty Development states that process.

On-site interviews with liberal studies faculty, adjunct faculty, and professional education faculty described the evaluation procedures as indicated above.

**Review of Team Findings Based on Evidence Presented:**

**Recommendation for Standard 3:** **MET**

**Strengths:** Faculty in the Professional Education Program represent well-qualified education scholars who are actively engaged in teaching and learning and who have earned doctorates and exceptional expertise in their subject area(s); have professional experiences in school settings at the levels they supervise and are engaged in related educational activities in PreKindergarten-12 settings; and are actively engaged in a variety of community and civic organizations.

**Weaknesses:** While teaching in the professional education program is of high quality, there was an absence of formal evidence of collaboration between liberal arts faculty in working on programmatic changes to align with Virginia Board of Education endorsement competency requirements and general major requirements. Additionally, the team was unable to identify any systematic group meeting of cross-discipline committee or advisory board to support best practices in program evaluate and continuous improvement.

## STANDARD 4: Governance and Capacity

**D**. **Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards**.

1. **The professional education program is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all education programs.**

Indicators of the achievement of this standard shall include the following:

1. ***The professional education program has responsibility and authority in the areas of education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for professional education program activities.***

The IR provided evidence to demonstrate that the professional education program has responsibility and authority in the areas of education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for professional education program activities. The organization charts (*See Appendix C and D*) illustrate the relationships and relative ranks of job positions within the university. The Educational Programs Commission (EPC) is a standing committee of the Faculty Assembly that plays a key role in program approval. As stated in the description of the EPC within the *Faculty Handbook*, the purpose of this body is "to review and recommend to the Faculty Assembly new program proposals and major requirements, or revisions in existing programs and major requirements." On-site interviews confirmed these policies and practices; the Education Program Director is a member of the EPC committee. Together, this evidence indicates the education faculty have authority in curricular decisions.

Evidence from the IR and *Faculty Handbook* indicate faculty members are evaluated annually. Faculty submit a Professional Activities Form including supplemental materials that is reviewed by the Director of the Education program and the Dean of the School of Social Sciences. Faculty members without tenure are evaluated annually. Evaluation reports for tenured faculty are issued every other year.

According to the IR & *Faculty Handbook*, decisions regarding promotions are made by the President upon the recommendation of the Provost and the Committee on Advancement and Tenure. The Committee on Advancement and Tenure bases its recommendations on the policies and criteria defined in the *Faculty Handbook*. The Committee on Advancement and Tenure consists of five tenured full professors with one member selected by and representing each of the three academic schools at the University. Evidence from the *Faculty Handbook* clearly indicate the professional education program has responsibility and authority in faculty selection, tenure, promotion and retention.

According to the IR, the Director of the Education Program carries out budgetary responsibilities in a manner consistent with departmental chairs and program directors across the university including hiring of adjunct faculty and tracking non-personnel expenditures.

1. ***The program has a long-range plan that is regularly monitored to ensure the ongoing vitality of the professional education programs as well as the future capacity of its physical facilities.***

The IR included a ten-year long-range plan including goals, action steps, and notes on progress for certain elements of each goal. The six goals included in the plan are to expand the teacher education program, secure necessary program resources, attain national accreditation, establish a quality assurance system, expand partnerships with local schools, and attract and retain students in the program. Some measure of evidence of progress for each goal is briefly mentioned in the plan. The plan is comprehensive in its scope, yet lacks detail about specific steps needed to systematically monitor progress on each goal. The IR did not include information about how the plan is developed, monitored, or evaluated. Evidence is not provided to demonstrate that the long range plan included input from external constituent groups. Table 4.1c-1 (*IR, 2017*), a separate document in the IR provided goals related to partnership; these goals are not congruent with partnership related goals outlined in the programs long-range plan. Two distinct sets of goals, both in the area of clinical practice, suggest inconsistencies in long range planning. Supplemental evidence provided during the on-site visit (VWU 2025 Pathway to Prominence: A Strategic Plan for the Teacher Education Program) constituted a separate strategic plan developed in summer 2016. On-site interviews with faculty and the education program director indicate an informal, ad hoc process for long range plan development, monitoring and evaluation.

1. ***Candidates, school faculty in partnering school divisions, adjunct faculty, and other members of the professional community are actively involved in the policy-making and advisory bodies that organize and coordinate programs of the professional education -program.***

The IR provided little evidence that members of the education program and constituent groups are actively involved in the policy-making and advisory bodies that organize and coordinate programs of the professional education program. Supplemental evidence provided during the on-site visit indicated some measure of collaborative activity. Minutes from one meeting of the MAEd Advisory Panel, and one meeting of the Elementary Education Advisory Board Meeting were provided. A letter from school based partners attesting to collaborative activity was provided during the on-site visit from Bayside High School. Supplemental evidence submitted during the on-site visit included a series of email communications between the program director and advisory board members regarding the EPP’s conceptual framework. On site interviews conducted with members of two advisory boards confirmed formative and enthusiastic involvement in the professional education program. Both Boards were newly formed and had met one time. The Boards’ involvement in the policy-making and programming of the professional education program was in the developmental stage.

1. ***Policies and practices of the professional education program are nondiscriminatory and guarantee due process to faculty and candidates.***

Evidence that policies and practices of the professional education program are nondiscriminatory and guarantee due process to faculty and candidates are offered in the self-study and referenced in the faculty and student handbooks. The university adheres to the Statement on Non-Discrimination (*https://www.vwu.edu/about-us/campus-offices/human-resources/pdfs/2016/2016-17\_Student-Handbook.pdf*,

pg. 4). University policy delineates the process for responding to alleged issues of discrimination ensuring due process. Expectations for student conduct and procedures for alleged misconduct are defined in the *Student Handbook*.

**2. The professional education program has adequate resources to offer quality programs that reflect the mission of the professional education program and support teaching and scholarship by faculty and candidates. Indicators of achievement of this standard shall include the following:**

1. ***The size of the professional education program, the number of candidates, and the number of faculty, administrators, clerical and technical support staff support the consistent delivery and quality of each program offered.***

Evidence suggests that the size of the professional education program, the number of candidates, and the number of faculty, administrators, clerical and technical support staff are adequate to support the consistent delivery and quality of each program offered. There are four full time faculty, six adjunct part-time faculty, and two professional administrative staff members in the education department. Four internship supervisor are employed to ensure the quality of field experiences. On-site interviews with university faculty and administration indicate the use of adjuncts in education is consistent in scope with adjunct use in other programs across campus. Administrative oversight of the education program is conducted by the Program Director. The Program Director is responsible for coordinating long-range planning and assessment, evaluating faculty, and insuring program compliance with state and national accreditation expectations. The Education Program Director receives one course release per semester for serving in that administrative position. Evidence from campus interviews of university administration indicates this practice is consistent with workload policies and practice for other university program directors.

1. ***Facilities, equipment, technology, and other budgetary resources are sufficient for the operation and accountability of the professional education program.***

Evidence submitted in the IR indicates that facilities, equipment, technology, and other budgetary resources are sufficient for the operation and accountability of the professional education program. Interviews with education faculty substantiate that resources are adequate for effective program operations.

1. ***Resources are allocated to programs in a manner that allows each program to meet its anticipated outcomes.***

Evidence submitted in the IR suggests that resources are allocated to programs in a manner that allows each program to meet its anticipated outcomes. According to supplemental documents provided during the on-site visit, the Director of the Education Program is responsible for budget oversight including hiring of adjunct faculty and tracking non-personnel expenditures. Evidence from the IR suggests that allocation of support for professional development is managed through the office of the Provost. Full time faculty are provided $350 annually for professional development with opportunities to apply for supplemental PD support for conference presentations. $400 is provided annually to faculty for course enhancements. On-site interviews with education faculty and university administration corroborate resources allocations outlined in the IR. According to the IR and on-site interviews, faculty must apply for funding for computer replacement, and the typical replacement cycle is five years.

1. ***The institution provides training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to higher education faculty and candidates.***

Evidence in the IR indicate that the institution provides training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to higher education faculty and candidates. On-site interviews with full time and part-time faculty support this assertion.

**3. The professional education program shall ensure that full, part-time, and adjunct faculty are provided with appropriate resources such as office space, access to technology, teaching aids, materials and other resources necessary to ensure quality preparation of school personnel.**

According to the IR, full time faculty are provided private office space with computers, relevant software, telephones, and internet access. Part-time faculty members have access to a desk and workstation equipped with computer, software, printer and internet access. All faculty are provided access to needed instructional technology including Blackboard, Livetext, and Webadvisor. On-site interviews with full-time and part-time faculty support evidence submitted in the IR.

**Review of Team Findings Based on Evidence Presented:**

**Recommendation for Standard 4: MET**

**Strengths:** The institution provides training and access to education-related electronic information, video resources, software, related technologies, and other similar resources to higher education faculty and candidates.

**Weaknesses:** Based on evidence in the IR, the Educator Preparation Program lacks a systematic process for long-range plan development and monitoring to ensure the ongoing vitality of the professional education programs as well as the future capacity of the education program’s physical facilities. (see 4.1b)

**APPENDIX A**

**2017 Institutional Report (IR)**

**Virginia Wesleyan University**

**(The Institutional Report, Appendices, and Artifacts References**

**available upon request)**

**APPENDIX B**

**Virginia Wesleyan University**

**On-Site Review Schedule**

| **VISIT SCHEDULE** | | | |
| --- | --- | --- | --- |
| **Monday, February 5, 2018** | | | |
| **Time** | **Event** | **Location** | **Alternate Event** |
| **3:15 p.m.-6:00 p.m.** | **Hotel Arrival, Review Team** | **Hilton Garden Inn – Town Center**  **Virginia Beach** | **n/a** |
| **6:00 p.m.-8:00 p.m.** | **Review Team Meeting and Dinner** | **Hilton Garden Inn – Town Center**  **Virginia Beach (Pembroke Conference Room & Garden Inn Grille)** | **n/a** |

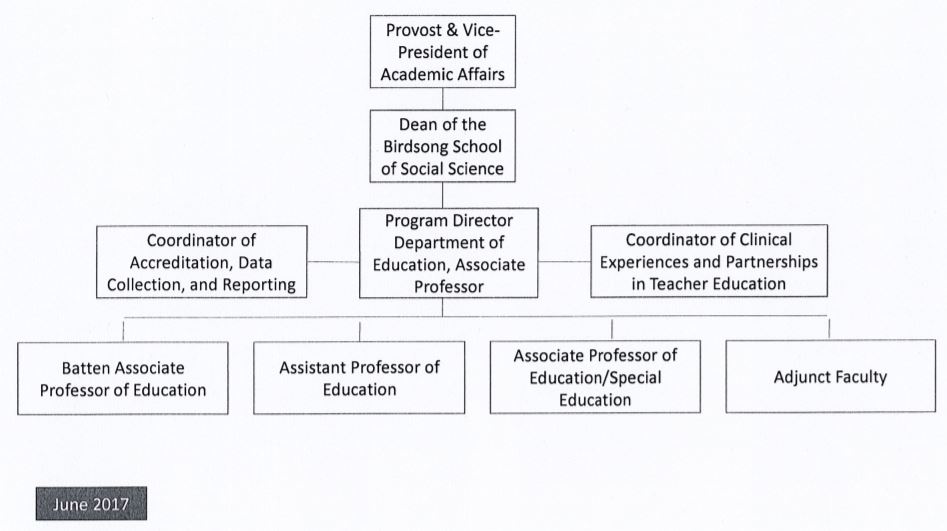
| **Tuesday, February 6, 2018** | | | |
| --- | --- | --- | --- |
| **Time** | **Event** | **Location** | **Alternate Event** |
| **8:15 a.m.-8:45 am** | **Breakfast Meeting** | **Hilton Garden Inn Grille** | **n/a** |
| **8:45 a.m.-9:00 a.m.** | **Transportation to VWU** | **Meet VWU Driver in Hotel Lobby** | **n/a** |
| **9:00 a.m.-10:00 a.m.** | **Welcome and Review Team overview of the evidence room and related resources** | **Evidence Room,**  **Learning Center Speech Lab,**  **Clarke Hall, Rm 221** | **n/a** |
| **10:15 a.m.-11 a.m.** | **Meeting with EDUC Faculty** | **Evidence Room,**  **Learning Center Speech Lab,**  **Clarke Hall, Rm 221** | **n/a** |
| **12:00 p.m.-1:00 p.m.** | **Meet with Provost and Academic Deans** | **President’s Conference Room**  **Godwin Hall** | **Evidence Room available for team member research** |
| **1:00 p.m.-2:25p.m.** | **Review Team working lunch** | **Boyd Dining Center, Shafer Room** | **n/a** |
| **2:30 p.m.-3:30 p.m.** | **Meet with Coordinator of Clinical Experiences and Partnerships** | **Hofheimer Library,**  **Foley Classroom** | **Evidence Room available for team member research** |
| **3:30 p.m.-4:30 p.m.** | **Meet with University Supervisors** | **Hofheimer Library,**  **Foley Classroom** | **Evidence Room available for team member research** |
| **4:30 p.m.-5:20 p.m.** | **Meet with Content Faculty from all three schools at the university** | **Hofheimer Library,**  **Foley Classroom** | **Evidence Room available for team member research** |
| **5:30 p.m.-6:00 p.m.** | **Meet with Cooperating Teachers** | **Boyd Dining Center, Shafer Room** | **Evidence Room available for team member research** |
| **6:00 p.m.-6:30 p.m.** | **Meet with VWU EDUC Alumni** | **Boyd Dining Center, Shafer Room** | **Evidence Room available for team member research** |
| **6:30 p.m.-7:30 p.m.** | **Review Team working dinner** | **Boyd Dining Center, Shafer Room** | **n/a** |
| **7:30 p.m.-7:45 p.m.** | **Transportation to Hotel** | **VWU Driver will meet in the Shafer Room** | **n/a** |
| **7:45 p.m.-10:00 p.m.** | **Report Development** | **Hilton Garden Inn**  **(Pembroke Conference Room)** | **n/a** |

| **Wednesday, February 7, 2018** | | | |
| --- | --- | --- | --- |
| **Time** | **Event** | **Location** | **Alternate Event** |
| **8:00 a.m.-8:30 a.m.** | **Breakfast Meeting** | **Hilton Garden Inn Grille** | **n/a** |
| **8:30 a.m.-8:45 a.m.** | **Transportation to VWU** | **Meet VWU Driver in Hotel Lobby** | **n/a** |
| **9:00 a.m.-10:00 a.m.** | **Meet with local school administrators** | **Greer Environmental Sciences Center, Room 160** | **Evidence Room available for team member research** |
| **10:00 a.m.-11:00 a.m.** | **Meet with EDUC Faculty** | **Evidence Room,**  **Learning Center Speech Lab,**  **Clarke Hall, Rm 221** | **n/a** |
| **10:00 a.m.-10:30 a.m.** | **Meet with VP of Finance & Administration and VP for Enrollment** | **Provost’s Conference Room**  **Clarke Hall** | **n/a** |
| **11:00 a.m.-11:50 a.m.** | **Meet with current EDUC students** | **Evidence Room,**  **Learning Center Speech Lab,**  **Clarke Hall, Rm 221** | **n/a** |
| **12:00 p.m.-1:00 p.m.** | **Review Team working lunch** | **Boyd Dining Center, Shafer Room** | **n/a** |
| **1:00 p.m.-1:30 p.m.** | **Meet with University President** | **President’s Conference Room**  **Godwin Hall** | **Evidence Room available for team member research** |
| **1:30 p.m.-4:00 p.m.** | **Team Research** | **Evidence Room,**  **Learning Center Speech Lab,**  **Clarke Hall, Rm 221** | **n/a** |
| **4:00 p.m.-4:30p.m.** | **Meet with current student teachers** | **Hofheimer Library,**  **Foley Classroom** | **Evidence Room available for team member research** |
| **4:30 p.m.-5:30p.m.** | **Team Research** | **Evidence Room,**  **Learning Center Speech Lab,**  **Clarke Hall, Rm 221** | **n/a** |
| **5:30 p.m.-6:30p.m.** | **Meet with Advisory Board members and University partners** | **Hofheimer Library,**  **Foley Classroom** | **Evidence Room available for team member research** |
| **6:30p.m.-8:30p.m.** | **Transportation/from to dinner** | **VWU driver to collect the team in front of Godwin Hall, drop off at dinner, collect from dinner, and return to hotel** | **n/a** |
| **7:45 p.m.-10:00p.m.** | **Report Development** | **Hilton Garden Inn**  **(Pembroke Conference Room)** | **n/a** |

| **Thursday,** February **8, 2018** | | | |
| --- | --- | --- | --- |
| **7:30 a.m.-8:00 a.m.** | **Breakfast Meeting** | **Hilton Garden Inn Grille** | **n/a** |
| **8:00 a.m.-8:15 a.m.** | **Transportation to VWU** | **Meet VWU Driver in Hotel Lobby** | **n/a** |
| **8:20 a.m.-9:00 a.m.** | **Team Research** | **Evidence Room,**  **Learning Center Speech Lab,**  **Clarke Hall, Rm 221** | **n/a** |
| **9:00 a.m.-9:30 a.m.** | **Exit Meeting** | **President’s Conference Room**  **Godwin Hall** | **n/a** |
| **10:00 a.m.** | **Transportation to hotel** | **VWU Driver to collect the team in front of Godwin Hall** | **n/a** |

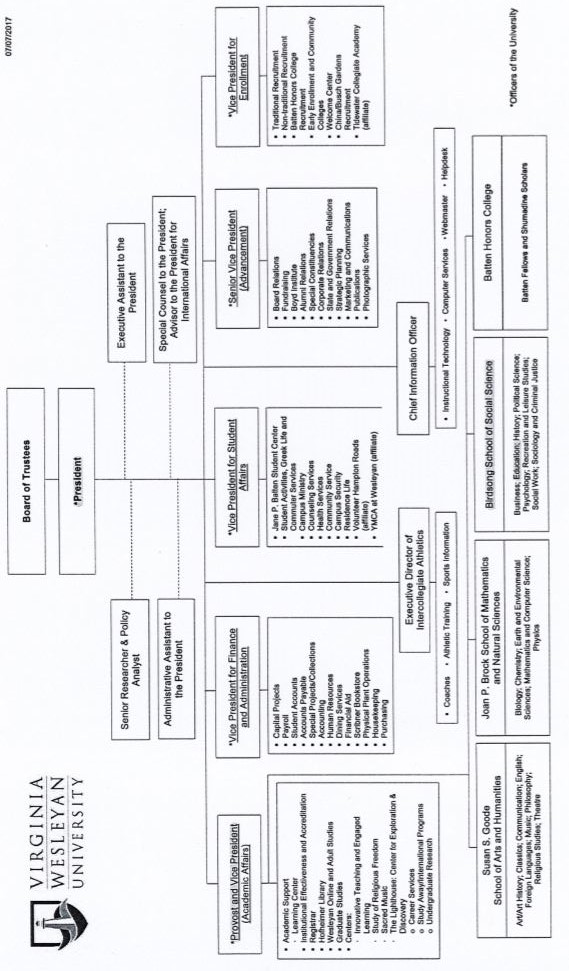
**APPENDIX C**

**VWU Education Organization Structure**

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**APPENDIX D**

**VWU Organizational Chart**

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