

unit or department that has met standards of educational quality.

The regulations governing approved programs define the standards that must be met and the review procedures that must be followed to obtain and maintain board approval. The regulations currently provide two options for the review of teacher education programs: 1) the state review process for which the college or university must meet the standards established by Board of Education regulations, and 2) the National Council for the Accreditation of Teacher Education (NCATE) process for which the college or university must meet the NCATE standards and the board's teaching area requirements. In both, the institution hosts an on-site visit by a team of trained reviewers who develop a report of findings in which a recommendation is made with regard to the status of the program as approval for continued full accreditation, approval with stipulations, or program denial.

Summary of Major Elements

During spring 2004, six Virginia colleges and universities were scheduled for an on-site program review. Of the six, two were reviewed using the NCATE process and four were reviewed under the Board of Education process.

In either the state review process or the NCATE process, all teacher preparation programs in Virginia must meet the following requirements:

- **The professional education unit shall ensure that candidates meet Praxis I and Praxis II requirements prior to the completion of the approved program; and**
- **The professional education unit shall ensure that at least 70 percent of candidates as documented in the institution's *Declaration of Admission*** to the teacher education programs shall annually pass Praxis II subject area assessments.**

***Declaration of Admission requires the complete list of all teaching candidates, both full- and part-time, who are fully admitted to an institution's approved program and who have taken the Praxis II content assessments during the preceding academic year. Note: The Declaration of Admissions may or may not contain scores for candidates who are program completers.*

A summary report for five of the program reviews completed during spring 2004 is provided in *Attachment #1*: Old Dominion University, Bluefield College, Virginia Wesleyan College, James Madison University, and Averett University. A summary report for Ferrum College will be presented to the Board of Education for approval at a later meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve continuing program approval for **Old Dominion University; Bluefield College, Virginia Wesleyan College, James Madison University; and Averett University.**

Impact on Resources:

Expenses incurred during on site review of teacher education programs are funded by the hosting institution.

Timetable for Further Review/Action:

Teacher preparation programs reviewed under the state approval process are conducted on a five-year cycle. Programs that do not meet standards for continuing full approval are reviewed as needed.

ATTACHMENT #1

**Summary of Approved Program Reviews in Virginia
Spring 2004**

SUMMARY OF APPROVED PROGRAM REVIEWS IN VIRGINIA

SPRING 2004

During spring 2004, six Virginia colleges and universities were scheduled for an on-site program review. Of the six, two were reviewed using the NCATE process and four were reviewed under the Board of Education process.

A summary report for five of the program reviews completed during spring 2004 is provided below: Old Dominion University, Bluefield College, Virginia Wesleyan College, James Madison University, and Averett University. A summary report for Ferrum College will be presented to the Board of Education for approval at a later meeting.

INSTITUTION	REVIEW PROCESS	REVIEW DATE	RECOMMENDATION
Old Dominion University	NCATE Continuing Accreditation	February 21-25, 2004	Continuing Full Accreditation
Bluefield College	State Review	March 21-24, 2004	Continuing Full Approval
Virginia Wesleyan College	State Review	March 28-31, 2004	Continuing Full Approval
James Madison University	NCATE Continuing Accreditation	April 3-7, 2004	Continuing Full Accreditation
Averett University	State Review	April 4-7, 2004	Continuing Full Approval

In either the state review process or the NCATE process, all teacher preparation programs in Virginia must meet the following requirements:

- **The professional education unit shall ensure that candidates meet Praxis I and Praxis II requirements prior to the completion of the approved program; and**
- **The professional education unit shall ensure that at least 70 percent of candidates as documented in the institution's *Declaration of Admission*** to the teacher education programs shall annually pass Praxis II subject area assessments.**

** The Declaration of Admission is the list of all candidates, both full- and part-time, who are fully admitted to an institution's approved program and who have taken the Praxis II content assessments during the report year. The Declaration of Admission may or may not contain scores for candidates who are program completers.

OLD DOMINION UNIVERSITY

Old Dominion University received initial NCATE accreditation in 1994. The regular on-site review for continuing accreditation occurred February 21-25, 2004, and was chaired by Dr. Frank Meyers, Dean Emeritus of the School of Education, University of Nevada at Las Vegas, and co-chaired by Dr. Diane Simon, Associate Dean of the School of Education at Virginia Commonwealth University. At its October 18-24, 2004 meeting in Washington, DC, the Unit Accreditation Board (UAB) of the National Council for Accreditation of Teacher Education (NCATE) granted continuing accreditation of the Darden College of Education at Old Dominion University at the initial teacher preparation and advanced preparation levels.

The review was guided by the following six NCATE standards:

- 1 Candidate Performance
- 2 Assessment System and Unit Evaluation
- 3 Field Experiences and Clinical Practice
- 4 Diversity
- 5 Faculty Qualifications, Performance and Development
- 6 Unit Governance and Resources.

Each of the six NCATE standards were met and received from NCATE a certificate in acknowledgement of the unit's accomplishment.

The Unit Accreditation Board cited the following areas for improvement:

- The social studies program is not recognized by its specialized professional association. (*Standard 1*)
- Budget reductions continue to result in over-reliance on adjunct faculty, heavier workloads (including excessive advisee loads) for full-time faculty, and larger class sizes. (*Standard 6*)

In addition to the NCATE standards, the each institution's licensure endorsement areas were evaluated to ensure compliance with the following Virginia requirements:

- Arts and sciences degree required for all endorsement programs except health and physical education and career and technical education;
- Professional teacher's assessment requirement (Praxis I and II);
- Eighteen-hour cap on professional studies for all programs except elementary and special education for which the cap is 24 semester hours, excluding pre-clinical and post-field experiences; and
- Teaching area alignment with the Standards of Learning and licensure regulations.

A letter summarizing the recommendations of the NCATE Unit Accreditation Board for Old Dominion University may be found in Attachment #2.

2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

Old Dominion University	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT	AGGREGATE OTHER CONTENT	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	107	103	61	103	104	63	104	104	63	273	120	12	279
Number Passing Assessment	100	102	55	80	90	56	88	87	56	268	105	11	258
Institutional Pass Rate	93%	99%	90%	78%	87%	89%	85%	84%	89%	98%	88%	92%	92%

2002-2003 Praxis II Assessments for Program Completers

Old Dominion University	No. of Students	Test Area`	Number Passing	Pass Rate
	50	Elem. Educ.	50	100%
	12	English Content	10	83%
	1	Mid.Sch. Eng./LA	*	*
	2	Mathematics	*	*
	5	Math. Content	*	*
	5	Mid.Sch. Math	*	*
	15	Soc. Stud Content	14	93%
	4	Mid.Sch. Soc. St.	*	*
	1	Music Educ.	*	*
	6	Music Content	*	*
	6	Art Content	*	*
	2	Spanish Content	*	*
	9	Biology Content	*	*
	2	Mid.Sch. Science	*	*
	1	Earth/Space Sci.	*	*
	5	Earth Sci Content	*	*
4	Technology Educ.	*	*	
8	Health & P.E.	*	*	
Two students also took a math assessment other than the one required by VA.				

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Declaration of Admissions for Old Dominion University

No. of Students	Test Area	Score/Score Range	% Pass
10	Art	160-187	100%
24	Biology	142-195	79%
5	Chemistry	139-180	80%
8	Earth Science	139-170	50%
84	Elementary Educ.	153-200	100%
41	English	153-200	85%
5	Health and PE	145-183	80%
3	Marketing Educ.	610-880	100%
13	Mathematics	107-169	46%
2	Middle School Math and Social Studies	176-196	100%
12	Music	154-181	67%
2	Physics	141-181	50%
30	Social Studies	146-200	87%
2	Spanish	187-198	100%
9	Technology Educ.	650-780	100%

BLUEFIELD COLLEGE

The review of the Bluefield College teacher preparation program was conducted March 21-24, 2004, in accordance with the standards and procedures outlined in the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*. Dr. James C. McCrory, chair of the Department of Education at the Mary Baldwin College, served as chair of the on-site review team.

The regulations governing approved programs set forth 20 standards in the following four categories:

- I. Program Design
- II. Faculty
- III. Candidates, and
- IV. Program Operation/Accountability.

The review team makes a recommendation of met or not met for each of the 20 standards. In addition, the team makes a recommendation of approved, approved with stipulations, or denied for the teacher preparation program as a whole; lastly, one of these three recommendations is made for each endorsement program offered by the institution.

The team recommendation for the Bluefield College teacher preparation program is fully approved.

2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

BLUEFIELD COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	7	3		8	2		6	4		10	4	10
Number Passing Assessment	*	*		*	*		*	*		10	*	10
Institutional Pass Rate	*	*		*	*		*	*		100%	*	100%

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Praxis II Assessments for Program Completers

Bluefield College	No. of Students	Test Area`	Number Passing	Pass Rate
	2	Math Content	*	*
	1	Soc. Stud Content	*	*
	1	Business Educ.	*	*

2002-2003 Declaration of Admissions for Bluefield College

No. of Students	Test Area	Score/Score Range	% Pass
2	Social Studies	153-161	50%
1	English	172	100%
2	Mathematics	150-153	100%

VIRGINIA WESLEYAN COLLEGE

The review of the Virginia Wesleyan College teacher preparation program was conducted March 28-31, 2004, in accordance with the standards and procedures outlined in the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*. Dr. Brenda Vogel, director of Teacher Education Programs at the University of Mary Washington, served as chair of the on-site review team.

The regulations governing approved programs set forth 20 standards in the following four categories:

- I. Program Design
- II. Faculty
- III. Candidates, and
- IV. Program Operation/Accountability.

The review team makes a recommendation of met or not met for each of the 20 standards. In addition, the team makes a recommendation of approved, approved with stipulations, or denied for the teacher preparation program as a whole; lastly, one of these three recommendations is made for each endorsement program offered by the institution.

The team recommendation for the Virginia Wesleyan College teacher preparation program is fully approved.

2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

VIRGINIA WESLEYAN COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	20	17	6	20	17	7	19	17	8	44	27	44
Number Passing Assessment	18	17	*	13	15	*	14	15	*	44	27	44
Institutional Pass Rate	90%	100%	*	65%	88%	*	74%	88%	*	100%	100%	100%

2002-2003 Praxis II Assessments for Program Completers

Virginia Wesleyan College	No. of Students	Test Area	Number Passing	Pass Rate
	12	Elementary Educ.	12	100%
	1	Eng. Lang. & Lit.	*	*
	5	English Content	*	*
	6	Soc Stud Content	*	*
	1	Music Content	*	*
	1	Art Content	*	*
	1	Chemistry Content	*	*
One student also took an English assessment not required for VA				

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Declaration of Admissions for Virginia Wesleyan College

No. of Students	Test Area	Score/Score Range	% Pass
8	Elementary Educ.	150-184	100%
6	English	175-192	100%
6	Social Studies	161-194	100%
1	Art	183	100%
1	Chemistry	176	100%
1	Music	173	100%

JAMES MADISON UNIVERSITY

James Madison University received initial NCATE accreditation in 1954. The regular on-site review for continuing accreditation occurred April 3-7, 2004, and was chaired by Dr. Ceola Baber, Associate Dean of the School of Education, University of North Carolina at Greensboro, and co-chaired by Dr. Patricia Whitfield, Associate Professor in the School of Education and Interdisciplinary Studies at Virginia Union University. At its October 18-24, 2004 meeting in Washington, DC, the unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) granted continuing accreditation of the College of Education & Psychology at James Madison University at the initial teacher preparation and advanced preparation levels.

The review was guided by the following six NCATE standards:

- 1 Candidate Performance
- 2 Assessment System and Unit Evaluation
- 3 Field Experiences and Clinical Practice
- 4 Diversity
- 5 Faculty Qualifications, Performance and Development
- 6 Unit Governance and Resources.

Each of the six NCATE standards were met and received from NCATE a certificate in acknowledgement of the unit's accomplishment.

The Unit Accreditation Board cited the following areas for improvement:

- *(Initial)* The English and physical education programs have not been recognized by their respective specialized professional associations. *(Standard 1)*
- *(Advanced)* The reading education program has not been recognized by its specialized professional association. *(Standard 1)*
- Graduate and employer surveys are not administered for all professional education programs. *(Standard 2)*
- *(Advanced)* Limited data are aggregated, summarized, and reported at the transition points/gates identified in the unit's assessment system. *(Standard 2)*
- The unit is not testing its performance assessments for fairness, accuracy, and consistency. *(Standard 2)*
- Unit programs inconsistently address the knowledge and skills necessary to work effectively with culturally and linguistically diverse children. *(Standard 4)*
- Candidates enrolled in the unit represent limited cultural diversity. *(Standard 4)*
- The composition of the faculty represents limited cultural diversity. *(Standard 4)*

In addition to the NCATE standards, the each institution's licensure endorsement areas were evaluated to ensure compliance with the following Virginia requirements:

- Arts and sciences degree required for all endorsement programs except health and physical education and career and technical education;
- Professional teacher's assessment requirement (Praxis I and II);
- Eighteen-hour cap on professional studies for all programs except elementary and special

education for which the cap is 24 semester hours, excluding pre-clinical and post-field experiences; and

- Teaching area alignment with the Standards of Learning and licensure regulations.

A letter summarizing the recommendations of the NCATE Unit Accreditation Board for James Madison University may be found in Attachment #2.

2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

James Madison University	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	202	52	8	203	50	8	202	50	9	262	82	263
Number Passing Assessment	187	49	*	168	42	*	187	46	*	262	82	263
Institutional Pass Rate	93%	94%	*	83%	84%	*	93%	92%	*	100%	100%	100%

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Praxis II Assessments for Program Completers

James Madison University	No. of Students	Test Area`	Number Passing	Pass Rate
	3	Elem. Ed. Content	*	*
	20	English Content	20	100%
	1	Mid.Sch. Eng./LA	*	*
	8	Math Content	*	*
	8	Soc. Stud. Content	*	*
	1	Mid.Sch. Soc. St.	*	*
	27	Music Content	27	100%
	11	Art Content	11	100%
	3	Biology Content	*	*
	1	Physics Content	*	*
	3	Marketing Ed.	*	*
	4	Health & PE	*	*

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Declaration of Admissions for James Madison University

No. of Students	Test Area	Score/Score Range	% Pass
12	Art	161-185	100%
4	Biology	142-189	75%
4	Business Education	590-660	100%
1	Physics	159	100%
56	Elementary Educ.	138-193	98%
1	Early Childhood Educ.	590-710	100%
1	Earth Science	178	100%
22	English	154-199	91%
1	German Content	169	100%
1	Spanish Content	156	0%
2	Health and PE	172-174	100%
4	Marketing Educ.	680-790	100%
12	Mathematics	136-169	92%
32	Music Content	149-187	84%
1	Physics	159	100%
2	Speech Lang. Path.	640-730	100%

AVERETT UNIVERSITY

The review of the Averett University teacher preparation program was conducted April 4-7, 2004, in accordance with the standards and procedures outlined in the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*. Dr. Jim Alouf, chair of the Department of Education at the Sweet Briar College, served as chair of the on-site review team.

The regulations governing approved programs set forth 20 standards in the following four categories:

- I. Program Design
- II. Faculty
- III. Candidates, and
- IV. Program Operation/Accountability.

The review team makes a recommendation of met or not met for each of the 20 standards. In addition, the team makes a recommendation of approved, approved with stipulations, or denied for the teacher preparation program as a whole; lastly, one of these three recommendations is made for each endorsement program offered by the institution.

The team recommendation for the Averett University teacher preparation program is fully approved.

2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

AVERETT University	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	10	14	5	7	15	7	7	15	7	29	16	29
Number Passing Assessment	8	13	*	*	12	*	*	15	*	28	16	28
Institutional Pass Rate	80%	93%	*	*	80%	*	*	100%	*	97%	100%	97%

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Praxis II Assessments for Program Completers

Averett University	No. of Students	Test Area	Number Passing	Pass Rate
	9	Elem. Ed. Content	*	*
	3	English Content	*	*
	1	Math Content	*	*
	1	Soc. Stud. Content	*	*
	1	Art Content	*	*
	1	Biology Content	*	*

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Declaration of Admissions for Averett University

No. of Students	Test Area	Score/Score Range	% Pass
19	Elementary Education	138-187	95%
1	English	186	100%
1	Art	161	100%
1	Chemistry	160	100%