

Virginia Board of Education Agenda Item



Agenda Item: D

Date: May 23, 2013

Title	Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Teacher Education Program at the University of Mary Washington Through a Process Approved by the Board of Education		
Presenter	Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure		
E-mail	Patty.Pitts@doe.virginia.gov	Phone	(804) 371-2522

Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: April 25, 2013

Action: The Board of Education accepted for first review the Advisory Board on Teacher Education and Licensure’s recommendation to accredit the professional education program at the University of Mary Washington.

Action Requested:

Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
X	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 5: The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, amended January 19, 2011, set forth the requirements for the accreditation and approval of programs preparing teachers, administrators, and other instructional personnel requiring licensure. These regulations establish policies and standards for the preparation of instructional personnel, further ensuring educational quality for Virginia public school students.

Regulations Governing the Review and Approval of Education Programs in Virginia
Accreditation of Professional Education Programs

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. 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.

- A. 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....

- E. 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.

- A. 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.

- B. 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:
 - 1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.

 - 2. 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.

 - 3. 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.

- C. 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.

- D. 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:
 - 1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and
 - 2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.
- E. 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.

Section 207 of Title II of the Higher Education Act (HEA) reporting requirements mandates 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. A copy of the Board of Education Definition for At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia as Required by the Title II of the Higher Education Act (HEA), revised May 19, 2011, is included in the Appendices of this agenda item.

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.

At the February 15, 2006, meeting, the Board of Education approved a recommendation of the Advisory Board on Teacher Education and Licensure to grant continuing education program [endorsement] approval to the University of Mary Washington (UMW) and granted continuing [professional education] program approval to the University.

The following education programs offered at the University of Mary Washington are currently approved by the Virginia Board of Education:

Approved Program Teaching Endorsement Areas:	Undergraduate*	Graduate
Administration and Supervision PreK-12	-	X
Career and Technology Education: Business and Information Technology	- X	
Computer Science	X	X
Elementary Education PreK-12	-	X
English X		X
English as a Second Language PreK-12	-	X
Foreign Language PreK-12: French	X	X
Foreign Language PreK-12: German	X	X
Foreign Language PreK-12: Latin	X	X
Foreign Language PreK-12: Spanish	X	X
Gifted Education (Add-on endorsement)	-	X
History and Social Sciences	X	X
Journalism (Add-on endorsement)	X	-
Mathematics X		X
Mathematics – Algebra I (Add-on endorsement)	X	-
Middle Education 6-8	-	X
Music Education: Instrumental PreK-12	X	X
Music Education: Vocal/Choral PreK-12	X	X
Reading Specialist	-	X
Science: Biology	X	X
Science: Chemistry	X	X
Science: Earth Science	X	X

Approved Program Teaching Endorsement Areas:	Undergraduate*	Graduate
Science: Physics	X	X
Special Education - Adapted Curriculum K-12	-	X
Special Education - General Curriculum K-12	-	X
Speech Communication (Add-on endorsement)	X	-
Theatre Arts PreK-12	X	-
Visual Arts PreK-12	X	X

**With the exception of the undergraduate programs in Journalism (add-on endorsement), Speech Communication (add-on endorsement), Algebra I (add-on endorsement), and Theatre Arts PreK-12 that will be continued, the undergraduate program endorsement areas are available only to those students who were enrolled in the teacher education program prior to fall 2012. It is anticipated that these students will complete their programs of study effective spring 2015.*

Summary of Important Issues:

The University of Mary Washington requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on November 11-14, 2012. Attached are the *Professional Education Program Review Team Report of Findings*, the University of Mary Washington’s *Institutional Response to the Professional Education Program Review Team Report of Findings*, and the follow-up memorandum received from UMW regarding *Updates Related to Weaknesses Noted in Reaccreditation Visiting Team Report, November 2012*.

The overall recommendation of the on-site review team was that the professional education program be “accredited.” The team made this recommendation based on the information available in the 2012 *Institutional Report* and the evidence available during the November 11-14, 2012, on-site visit. Below are the recommendations for each of the four standards:

Standard	Review Team Recommendations
Standard 1: Program Design	Met
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met

The following weaknesses were noted in Standards 1, 3, and 4:

...II. Findings for Each Standard

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....

Strengths:

- The field experiences provided for candidates are exemplary and allow for many diverse experiences.

- The new program configuration illustrates best practices for preparing teachers, including a myriad of field experiences and research-driven content study instruction.

Weakness:

- Collaboration with the arts and sciences faculty appears to be primarily informal and voluntary. Recommendation: Create a way to structure more formal involvement of those colleagues, perhaps by inviting some of them to serve on College of Education standing committees.

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....*

Strengths:

- The faculty have exhibited a great deal of hard work and leadership to move the new consolidated College of Education program forward.
- Feedback from faculty and staff indicates that the Dean of the College of Education has been very effective in inspiring and coordinating the change efforts.

Weakness:

- There is a lack of gender equity in the composition of the College of Education faculty. An attempt should be made to hire more male faculty members.

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....*

Weakness:

- The current number of faculty and staff do not appear to be adequate to support candidates completing the additional year of study that will be required for upcoming secondary and PreK-12 applicants entering the Five-Year Pathway programs, particularly in regards to the area of the extra research and field-mentoring needed. A plan is needed for recruitment of faculty to address these issues.

Specific details for each standard are identified in the *Report of Findings* (see Appendices).

At the March 18, 2013, meeting, the Advisory Board on Teacher Education and Licensure unanimously approved the Teacher Education Committee recommendation that the Advisory Board recommend that the Board of Education accept the on-site review team’s recommendation that the professional education program at the University of Mary Washington be “accredited,” indicating that the program has met the

standards set forth in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Attached are the letter from Richard V. Hurley, president, University of Mary Washington, in response to the Professional Education Program Review Team Report of Findings and the memorandum dated April 20, 2013, from Dr. Mary Gendernalik-Cooper, dean, College of Education, University of Mary Washington, regarding “Updates Related to Weaknesses Noted in Reaccreditation Visiting Team Report.”

Impact on Fiscal and Human Resources:

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

Timetable for Further Review/Action:

The University of Mary Washington will be notified of the action of the Board of Education.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure’s recommendation to accept the review team’s recommendation and approve the professional education program at the University of Mary Washington as “accredited,” indicating that the program has met the standards as set forth in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Appendices

- *Professional Education Program Review Team Report of Findings*
- *Letter from Richard V. Hurley, president, University of Mary Washington, in response to the Professional Education Program Review Team Report of Findings*
- *Memorandum dated April 20, 2013, from Dr. Mary Gendernalik-Cooper, Dean, College of Education, University of Mary Washington, regarding “Updates Related to Weaknesses Noted in Reaccreditation Visiting Team Report”*
- *Board of Education Definition for At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia as Required by the Title II of the Higher Education Act (HEA), Revised May 19, 2011*



March 1, 2013

JoAnne Y. Carver, Ed.D.
Director of Teacher Education
Division of Teacher Education and Licensure
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Carver:

On behalf of the University of Mary Washington, and particularly the faculty, students, staff and collegial partners of the College of Education, I want to express sincere appreciation for the thorough and critically helpful review recently conducted by the Accreditation Review team. We are gratified to have received the review team's recommendations that our College of Education has met all four of the accreditation standards. We also appreciate the team's recognition of strengths in the college and their suggestions for improvement.

As I interact with members of the College of Education, I am particularly impressed by two themes: their commitment to continuous improvement and their significant contributions to the university as a whole. The breadth and depth of faculty expertise is at the heart of the high quality the visiting team observed and recognized. Well before the team's visit and report, I have heard the dean and faculty note the importance of working on areas identified in the report as weaknesses—a more gender diverse faculty, as well as more formal engagement of students and College of Arts and Sciences colleagues in the deliberative bodies of the College of Education.

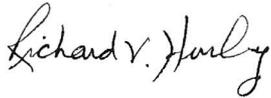
I recently have initiated a university-wide strategic resource allocation review. In that process we will examine each program to determine how resources are currently deployed, how they might be more effectively utilized to both sustain quality and enrich our programs, and how strategic allocation of additional resources will advance our mission. I am confident that the College of Education will be further strengthened through this process.

We have reviewed the visiting team's report fully. Except for the few factual corrections our dean has communicated to you, we find the report to be an accurate and fair representation of the College of Education at the University of Mary Washington.

JoAnne Y. Carver, Ed.D.
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Again, I would ask that you convey our sincere appreciation to the on-site committee for their diligent and very helpful work.

Sincerely,

A handwritten signature in cursive script that reads "Richard V. Hurley".

Richard V. Hurley
President

RVH:pjv

cc: Dr. Ian Newbould, Provost
Dr. Mary Gendernalik-Cooper, Dean, College of Education



MEMORANDUM

TO: Dr. JoAnne Carver, Virginia Department of Education

FROM: Dr. Mary Gendernalik-Cooper, Dean

DATE: 20 April 2013

SUBJECT: Updates related to weaknesses noted in Reaccreditation Visiting Team Report, November 2012

In its report following their on-site visit to the University of Mary Washington in November 2012, the Reaccreditation Visiting Team recommended that the College of Education had met all four of the accreditation standards. For three of the four standards the visiting team noted areas needing improvement. This memorandum serves as an update on activities undertaken in the College of Education at UMW since the visit. This update is organized by Standard and with specific reference to the language in the report:

Recommendation for Standard 1: Met

Strengths:

The field experiences provided for candidates are exemplary and allow for many diverse experiences. In addition, the new program configuration illustrates best practices for preparing teachers, including a myriad of field experiences and research-driven content study instruction.

Weakness:

Collaboration with the arts and sciences faculty appears to be primarily informal and voluntary. Recommendation: Create a way to structure more formal involvement of those colleagues, perhaps by inviting some of them to serve on COE standing committees.

Update:

The dean of the College of Arts and Sciences and I are working on establishing a communications committee that will begin regular meetings as well as a list-serve

notification process to ensure timely and regular discussions of curriculum, admission, testing, and program completion topics. The current volunteers from the College of Arts and Sciences represent the humanities, social sciences, and natural sciences and mathematics. The College of Education will identify three faculty representatives as well as the Associate Dean for Clinical Experiences and Partnerships to serve on this committee beginning in Fall 2013. Committee representatives will report back to their respective colleges through department chair meetings.

Of the College's standing committees there are two student seats on the Student Affairs Committee; the curriculum and assessment committee and the clinical experiences and partnership committees are each taking up the topic of student representation at the beginning of fall 2013.

Recommendation for Standard 2: Met
Weaknesses: None

Recommendation for Standard 3: Met
Strengths:

The faculty have exhibited a great deal of hard work and leadership to move the new consolidated COE program forward.

Feedback from faculty and staff indicates that the Dean of the COE has been very effective in inspiring and coordinating the change efforts.

Weakness:

There is a lack of gender equity in the composition of the COE faculty. An attempt should be made to hire more male faculty members.

Update:

The search for a faculty member in the area of special education that was underway at the time of the accreditation team's visit resulted in our offering the position to a Hispanic Male; we allowed an additional three weeks for him to be able to interview at other institutions before giving his final response to our offer. Ultimately he declined our offer; we closed our search and have begun again with a new search. We are also searching for two faculty positions in literacy; these

searches are structured to seek out qualified faculty from the most diverse pool of applicants possible.

Recommendation for Standard 4: Met

Weakness: The current number of faculty and staff do not appear to be adequate to support candidates completing the additional year of study that will be required for upcoming secondary and PreK-12 applicants entering the Five-Year Pathway programs, particularly in regards to the area of the extra research and field mentoring needed. A plan is needed for recruitment of faculty to address these issues.

Update:

As noted in his letter responding to the Team's report President Hurley noted that he had recently initiated a university-wide strategic resource allocation review. In that process the university will examine each program to determine how resources are currently deployed, how they might be more effectively utilized to both sustain quality and enrich our programs, and how strategic allocation of additional resources will advance our mission. President Hurley expressed his confidence that the College of Education will be further strengthened through this process.

A related initiative within the college, led by the dean, department chairs, and executive committee of the faculty, involves a review of the current pattern of faculty reassigned time, college-wide as well as programmatic tasks requiring dedicated work time and the overall organization of the college, with a focus on efficiencies and optimum value of resource deployment to the college's mission and program quality. Between these two initiatives the college will be better situated to define resource needs and programmatic impact and achievement of our mission.

**Definitions of At-Risk of Becoming Low-Performing and Low-Performing
Institutions of Higher Education in Virginia
as Required by the Title II of the Higher Education Act (HEA)**

(Revised May 19, 2011)

Background Information:

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 mandates 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. The following statement is an excerpt from the Title II “Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation,” April 19, 2000:

To receive funds under this act, a state, not later than two years after the date of Enactment of the Higher Education Amendments of 1998, shall have in place a procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such state shall provide the U.S. Secretary an annual list of such low-performing institutions that includes an identification of those institutions at-risk of being placed on such list. Such levels of performance shall be determined solely by the state and may include criteria based upon information collected pursuant to this title. Such assessment shall be described in the report under section 207(b).

On September 26, 2001, the Board of Education approved Virginia’s definitions for low-performing and at-risk of becoming low-performing institutions of higher education with teacher preparation programs, beginning with approved program reviews on July 1, 2003. The designations of “approval,” “approval with stipulations,” and “denial of accreditation” were used in these definitions. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007, and amended January 19, 2011, separated the accreditation and program approval processes; therefore, revisions were needed in Virginia’s definitions for “low-performing” and “at-risk of becoming low-performing institutions.” On November 20, 2008, the Board of Education approved revisions to the definitions to align with the accrediting bodies’ designations.

Title II HEA, was reauthorized on August 14, 2008. Section 205 of Title II of the Higher Education Opportunity Act (HEOA) mandates that the Department of Education collect data on state assessments, other requirements, and 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 an annual report on the quality of teacher preparation to the Congress.

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007, and amended January 19, 2011, define the standards that must be met and the review options available for the accreditation of professional education programs required. Based on recent changes made to accrediting body designations by the National Council for the Accreditation of Teacher Education and the Teacher Education Accreditation Council, there is a need to align the definitions for at-risk of becoming low-performing and low-performing institutions of higher education in Virginia. Federal reporting is required by states in October of each year. Institutions meeting these definitions at the end of the reporting year will be designated at-risk of becoming low-performing institutions of higher education or low-performing institutions of higher education.

On March 21, 2011, the Advisory Board on Teacher Education and Licensure unanimously recommended that the Board of Education approve the revised definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia. The revised definitions of at-risk of becoming a low-performing institution of higher education and low-performing institution of higher education were approved by the Virginia Board of Education at its May 19, 2011, meeting.

Options for Accreditation

The three options for accreditation are as follows:

Option I: National Council for the Accreditation of Teacher Education (NCATE)

Option II: Teacher Education Accreditation Council (TEAC)

Option III: Board of Education (BOE) Approved Accreditation Process

Each accreditation review results in one of the following decisions:

Option I: National Council for the Accreditation of Teacher Education:

- Accreditation for five years¹
- Accreditation for seven years²
- Accreditation for two years with a focused visit
- Accreditation for two years with a full visit
- Defer decision [Accreditation decision is deferred for six months.]
- Deny accreditation
- Revoke accreditation

¹All standards are met, no serious problems exist across standards, and the state retains a five-year cycle.

²All standards are met and no serious problems exist across standards. (Note: Virginia maintains a seven-year cycle.)

Option II: Teacher Education Accreditation Council:

- Accreditation (ten years)
- Accreditation (five years)
- Accreditation (two years)
- Initial accreditation (five years)
- Initial accreditation (two years)
- Deny

Option III: Board of Education (BOE) Approved Accreditation Process:

- Accredited
- Accredited with Stipulations
- Accreditation Denied

Definitions of At-Risk of Becoming a Low-Performing Institution and Low-Performing Institution of Higher Education in Virginia

The following definitions of becoming at-risk of becoming a low-performing and low-performing institution of higher education in Virginia as required by the August 14, 2008 Title II HEA provisions were approved by the Virginia Board of Education on May 19, 2011.

At-Risk of Becoming a Low-Performing Institution of Higher Education: An at-risk of becoming a low-performing institution of higher education means an institution with teacher preparation programs that receives one of the following designations from the accreditation review:

NCATE: Accreditation for two years with a focused visit; or
Accreditation for two years with a full visit

TEAC: Accreditation (two years)
Initial Accreditation (two years)

BOE: Accredited with Stipulations

Low-Performing Institution of Higher Education: A low-performing institution of higher education means an institution with teacher preparation programs that has not made improvements by the end of the period designated by the accrediting body or not later than two years after receiving the designation of at-risk of receiving the designation of at-risk of becoming a low-performing institution of higher education.

When an institution receives one of the following designations, the low-performing designation will be removed:

NCATE: Accreditation for seven years

TEAC: Accreditation (ten or five years)³

BOE: Accredited

³The Virginia/TEAC Partnership currently allows for seven-year accreditation. The partnership with TEAC expires June 30, 2013.

If an institution's accreditation is revoked or denied, the State Council of Higher Education for Virginia (SCHEV) will be notified for appropriate action. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, (8VAC20-542-20), effective September 21, 2007 and amended January 19, 2011, stipulate that "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."