

## Appendix F: VSBPE Policies

**CODE: SB/N2**

### **VERMONT STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

#### **POLICY ON APPOINTMENT OF TEAMS TO EVALUATE EDUCATOR PREPARATION PROGRAMS AND ALTERNATE ROUTES**

The VTDOE and the VSBPE work to create review teams that are balanced in terms of expertise, content knowledge, and instructional level.

It is the policy of the VSBPE to attract the most qualified individuals to serve on visiting teams in the education preparation program approval process. All team members will be trained in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, the endorsement requirements, and the ROPA process for reviewing programs.

The Review Team will be determined by the VTDOE and approved by the institution. The Team will then be approved by the VSBPE. The size of the team depends on the number of licensing areas to be evaluated and is comprised of specialists in the endorsement(s) area being sought.

The team will include:

A Chair who will be a member of the professional teacher education community from out-of state\*

One (1) member of the VSBPE

One (1) member of the professional teacher education community from Vermont

Two (2) members at large recommended by the VSBPE Higher Education Committee

Additional members may be added to the team at the discretion of the VSBPE.

\* Required for full program reviews only.

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**DATE ADOPTED:** 10/30/92

**DATE REVISED:** 4/30/93; 4/12/06; 3/12/08

**LEGAL REF:** Lic. Regs: 5920; Mem. of Agr: Sec. VII

**CROSS REF:** N1; N3

**ANNOTATIONS/BRIEF HISTORY:** Adopted by State Board of Ed. 5/14/90 Noted in PSB Minutes 7/30-31/90; 3/22/06; 2/14/08

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON FOLLOW-UP VISITS FOR TEACHER EDUCATION  
PROGRAMS WHO HAVE BEEN GRANTED LIMITED OR  
CONDITIONAL APPROVAL**

It is the policy of the Professional Standards Board that follow up visits by the Board are required to all colleges and universities where the original visiting team for program approval granted conditional or limited approval because of areas of needed improvement. Exceptions may be granted by the Board after recommendation by its Higher Education Committee. Requests for such exceptions may originate with the Higher Education Committee or the institution.

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**DATE ADOPTED:** 10/30/92

**DATE REVISED:**

**LEGAL REF:**

**CROSS REF:** N1; N2

**ANNOTATIONS/BRIEF HISTORY:** Noted in PSB minutes 7/13-14/92

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON THE APPROVAL OF ALTERNATE ROUTE PROGRAMS**

Licensing regulation 5332 gives the VSBPE the authority to approve alternate route programs. All alternate routes to licensure are therefore required to seek program approval through the Results Oriented Program Approval (ROPA) process. Such a requirement assures quality programs that meet Vermont's rigorous program approval standards and that address the needs specific to Vermont schools. Additionally, organizations creating an alternate route program are expected to use the VSBPE's *Recommendations for Alternate Route Programs* in the design of a program.

Candidates enrolled in an approved alternate route program will be eligible for the Teaching Intern License.

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**DATE ADOPTED:** 1/22/08

**DATE REVISED:**

**LEGAL REF:** Lic. Regs: 5332

**CROSS REF:**

**ANNOTATIONS/BRIEF HISTORY:** Noted in Minutes 11/13/07

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON THE SELECTION AND TRAINING OF MEMBERS OF VISITING  
TEAMS FOR EDUCATOR PREPARATION PROGRAMS AND  
ALTERNATE ROUTE APPROVAL VISITS**

It is the policy of the Vermont Standards Board for Professional Educators (hereinafter "Standards Board") to attract the most qualified individuals to serve on Results Oriented Program Approval (ROPA) review teams for educator preparation and alternate route programs.

At the same time, it is essential to the operations and credibility of the ROPA process that a visiting team be independent and impartial and that its recommendations be made solely on the merits of the institution visited.

Public confidence in the integrity of the Standards Board and the ROPA process may be lessened whenever a conflict, or perceived conflict, exists between the private interests of a visiting team member and his or her official responsibilities.

I. Review Team Selection Procedures

A. At such time as a visiting team is to be selected, the Licensing and Professional Standards Office shall develop a proposed list of individuals to serve on the visiting team. The Licensing and Professional Standards Office shall contact each person on the list and, in addition to inquiring as to the willingness of each person to serve, shall determine whether any actual or perceived conflicts of interest might interfere with the person's service on a visiting team.

B. The Licensing and Professional Standards Office and the VSBPE work to create review teams that are balanced in terms of expertise, content knowledge, and instructional level. The size of the team depends on the number of licensing areas to be evaluated and is comprised of specialists in the endorsement(s) area being sought. The team will include:

- A Chair who will be a member of the professional teacher education community from out-of state\*
- One (1) member of the VSBPE
- One (1) member of the professional teacher education community from Vermont
- Two (2) members at large recommended by the VSBPE Higher Education Committee

Additional members may be added to the team at the discretion of the VSBPE.

\* Required for full program reviews only.

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**DATE ADOPTED:** 3/21/94

**DATE REVISED:** 4/12/06, 12/18/08

**LEGAL REF:** Lic. Regs. 5920; Memorandum of Agreement - Sec.VII

**CROSS REF:** N1, N2, N3

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE Minutes 2/13/06; 3/22/06

C. Upon the Licensing and Professional Standards Office's satisfaction that the team contains persons who are qualified to serve and would not present any actual or perceived conflict of interest, the institution to be visited shall be notified of the names of proposed visiting team members. The institution may request in writing that one or more members be removed from the team and a substitution be made either because of a lack of qualifications, conflict of interest, perceived conflict of interest, or concerns regarding the overall makeup of the team. The underlying reasons for the request shall be included in the written request. The request shall be submitted to the Licensing and Professional Standards Office.

D. Upon receipt of such request, the Licensing and Professional Standards Office shall notify the member or members identified by the institution of the request and of the underlying reasons therefore. Substitutions will be made by the Licensing and Professional Standards Office until there is consensus with the program as to the make up of the team.

E. The Licensing and Professional Standards Office shall present the team to the Higher Education Committee of the Standards Board for review and approval. The Higher Education Committee will then submit the team proposal to the full Board for approval.

## II. Training of the Review Team

All team members will be trained in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, the endorsement requirements, and the ROPA process for reviewing programs.

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON THE USE OF  
RESULTS OF PROGRAM APPROVAL VISITS**

If an institution uses the results of its program approval visit in its publications, it must include program approval status and must ensure that all material presented is accurate, current and balanced.

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**DATE ADOPTED:** 2/9/95

**DATE REVISED:**

**LEGAL REF:** Lic.Reg: 5900

**CROSS REF:** N1; N2; N3; N4

**ANNOTATIONS/BRIEF HISTORY:**

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY AND PROCEDURES ON IMPLEMENTING RECOMMENDATIONS FOR  
LICENSURE THROUGH APPROVED PROGRAMS**

As a matter of policy, the Standards Board for Professional Educators is committed to a successful transition for a student completing an approved program to becoming a licensed educator.

The recommending institution and the Licensing Office of the Department of Education are partners in this transition and every effort should be made to ensure accurate, consistent, and efficient procedures for implementing a final recommendation for licensure and issuing a license.

After consultation with representation from educator preparation institutions and the Licensing Office, the procedures of the recommending institution and the Licensing Office have been delineated.

Procedures for the recommending institution will include:

- having a shared decision-making process, with institutional appeal procedures, which will result in a licensure recommendation;
- having one person, other than the registrar, be responsible for affixing the "caused to be" stamp to the transcript. The person is the "final checker".
- maintaining clear records on issues of licensure and keeping those records in one location;
- providing to the Licensing Office an annual list of all recommendations for licensure.

Procedures for the Licensing Office will include:

- creating applications and providing them to the institutions;
- processing applications when all information, including transcripts, is complete;
- only accepting transcripts that have the official recommendation stamp. The wording on the official stamp shall be the same at each institution.
- setting up a file for each individual recommended for licensure;
- checking criminal records, oath, child support and tax forms;
- issuing the license to the educator;
- reviewing a sampling of applications for accuracy, including but not limited to, program of preparation, student teaching, degrees conferred.

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**DATE ADOPTED:** 6/1/95

**DATE REVISED:**

**LEGAL REF:** Memorandum of Agreement-Sec.VII; Lic. Regs: 5310; 5900

**CROSS REF:** N3; N4; N5

**ANNOTATIONS/BRIEF HISTORY:**

VSBE Policy Manual: Section N – Program Approval of Teacher Education Programs

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON INTERPRETATION OF THE MAJOR IN THE LIBERAL ARTS  
OR SCIENCES**

Licensing regulations require that, with a few specified exceptions, all candidates for licensure shall hold a baccalaureate degree from an accredited institution and shall have successfully completed a major, or its equivalent, in the liberal arts or sciences, or in the content area of the endorsement sought. The equivalent of a major is defined in the regulations as "at least thirty (30) credit hours in the specified major field from accredited/approved institution(s), at least nine (9) of which shall be advanced undergraduate courses or higher." An interdisciplinary major is defined as "a planned program of study, approved by the institution, which includes courses in no more than three disciplines in the liberal arts or sciences and at least eighteen (18) hours in one of those disciplines."

It shall be the policy of the Standards Board to interpret these regulations as follows:

- I. All baccalaureate candidates for licensure, unless otherwise exempted by regulation, shall document a major in the liberal arts or sciences by:
  - a. A major listed on their transcript; or
  - b. Thirty credit hours that fulfill the definition of the equivalent of a major or interdisciplinary major as defined above.
  
- II. All post-baccalaureate and master's candidates for licensure, unless otherwise exempted by regulation, shall document a major in the liberal arts or sciences by:
  - a. A major listed on their transcript; or
  - b. Thirty credit hours that fulfill the definition of the equivalent of a major or interdisciplinary major as defined above; or
  - c. Documentation and evaluation of equivalent learning experiences.
  - d. A combination of "b" and "c".

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**DATE ADOPTED:** 5/3/96

**DATE REVISED:** 4/12/06, 12/18/08

**LEGAL REF:** Licensing Regulations: Definitions; sec. 5231; sec. 5900

**CROSS REF:** N1; N6; N7

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE Minutes 2/13/06, 3/22/06

- III. Evaluation and documentation of the major or the equivalent of a major is the responsibility of the recommending institution or process. Each institution with an approved program, the Peer Review process, or any other alternate processes for becoming licensed specified in section 5300 of the licensing regulations shall define its own process for students to document, and for the institution or process to evaluate, the major in the liberal arts or sciences, coursework equivalent to the major in the liberal arts or sciences as defined above, or equivalent learning experiences. Each institution shall document its process in its Institutional Portfolio for program approval.

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON ALTERNATIVE TO STUDENT TEACHING IN  
APPROVED PROGRAMS**

The Standards Board for Professional Educators believes that a supervised, concentrated field experience in an appropriate setting is a necessary component in the development of competent educators. The majority of individuals seeking licensure through an approved Vermont Educator Preparation Program complete a traditional student teaching experience. A candidate, seeking licensure through an approved program, who has had extensive teaching experience that may have been in a setting other than a regular public school classroom may apply all or part of that experience as an alternative to student teaching. The alternative experience is evidenced by the following criteria:

1. Verification of the equivalent of twelve (12) consecutive weeks of teaching experience in an educational setting.
2. Supervision by a qualified person (i.e. a certified educator or a professional, who carries a credential or license appropriate to the occupation, in the field). The qualifications are determined by a resume review.
3. Documentation of sustained supervised experience in the knowledge and performance standards as well as any additional requirements in the endorsement area or field.
4. Documentation of sustained supervised experience at the instructional level for which licensure is sought.

Responsibility for determining an alternative experience rests with the institution.

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**DATE ADOPTED:** 6/4/96

**DATE REVISED:** 4/12/06

**LEGAL REF:** Lic. Regs: Definitions; sec. 5234; sec. 5900

**CROSS REF:** N1; N6; N7; N9

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON STUDENT TEACHER PLACEMENT  
WITH A NON-VERMONT LICENSED COOPERATING TEACHER**

In order to place student teachers with non-Vermont licensed cooperating teachers, educator preparation programs must have a written policy, approved by the Vermont Standards Board for Professional Educators (VSBPE), for these placements. This policy will be reviewed as part of the ROPA process.

Each college will submit policies and procedures ensuring the quality of these placements consistent with *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals* including the *16 Principles for Vermont Educators*, and the knowledge and performance standards as well as any additional requirements for the endorsement area(s).

Data concerning these placements will be maintained by each program and included in the Institutional Portfolio for review.

Alternate routes to licensure are also subject to this policy.

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**DATE ADOPTED:** 7/15/99

**DATE REVISED:** 4/12/06

**LEGAL REF:** Lic.Reg: 5923.3 b

**CROSS REF:**

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON STUDENT TEACHING AND PRACTICUM REQUIREMENTS FOR  
MULTIPLE INITIAL ENDORSEMENTS\***

The Vermont Standards Board for Professional Educators believes that a supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. *Regulations Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of twelve (12) consecutive weeks of supervised, concentrated field experience required for initial licensure, including student teaching, internship, or other concentrated field experience however named, in which the student shall gradually assume *the full professional roles and responsibilities of the initial endorsement area sought* (section 5150)."

Programs must document that their candidates seeking multiple initial endorsements\* are meeting all the knowledge and performance standards and additional requirements, if any, for each endorsement of the licensure recommendation. This may mean that one or more practica are required in addition to student teaching.

Approved programs that determine it is appropriate to divide the student teaching experience among different placements must submit information regarding the institution's rationale with supporting documentation to the VSBPE for consideration. Documentation should detail how candidates will be meeting the intention of the student teaching requirement through the split placements.

Documentation of the request, a copy of the institution's written policy on divided student teaching placements, and the Board's approval will be placed on file at the Department of Education. Such placements and the supporting documentation will be reviewed thereafter as part of the full-program ROPA review process.

\* "Initial Licensure" means the first professional educator license and endorsement acquired by an applicant. All subsequent licenses and/or endorsements shall be considered additional, whether they are acquired concurrently or subsequently.

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**DATE ADOPTED:** 3/15/05, moved to Section N 3/28/06

**DATE REVISED:** 5/22/07, 2/14/08

**LEGAL REF:** Lic. Regs: 5442, 5443, 5444, 5923

**CROSS REF:**

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE minutes 11/8/04, 11/13/07, 12/10/07, 1/22/08

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON STUDENT TEACHING AND PRACTICUM REQUIREMENTS FOR  
MULTI-LEVEL SINGLE ENDORSEMENT**

The Vermont Standards Board for Professional Educators believes that a supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. *Regulations Governing the Licensure of Educators and the Preparation of Educational Professionals* define student teaching as "a minimum of twelve (12) consecutive weeks of supervised, concentrated field experience required for initial licensure, including student teaching, internship, or other concentrated field experience however named, in which the candidate *shall gradually assume the full professional roles and responsibilities of an educator in the initial endorsement area sought* (section 5150)."

Programs must document that their candidates seeking a multi-level endorsement are meeting all the knowledge and performance standards and additional requirements, if any, for the grade levels of the licensure recommendation. This may mean that one or more practica are required in addition to student teaching.

Approved programs that determine it is appropriate to divide the student teaching experience among different placements must have a written policy regarding the institution's rationale with supporting documentation. Documentation should detail how candidates will meet the intention of the student teaching requirement through the split placements. Such placements and the supporting documentation will be reviewed as part of the full-program ROPA review process.

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**DATE ADOPTED:** 3/15/05, moved to Section N 3/28/06

**DATE REVISED:** 5/22/07, 2/14/08

**LEGAL REF:** Lic. Regs: 5442, 5443, 5444, 5923

**CROSS REF:**

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE minutes 11/8/04, 11/13/07, 12/10/07, 1/22/08

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY FOR REQUESTS FOR APPROVAL OF NEW PROGRAMS**

To request a review of a new educator preparation program, a college must follow the following steps and observe the following timelines:

1. A letter from the president to request the visit must be received at least six months before the program review visit is conducted. Accompanying this request should be a Design Document detailing the proposed program. Additionally, programs should provide documentation of progress existing programs have made toward addressing the concerns of the visiting team(s). Pay special attention to programs under conditional approval.
2. Upon receipt of the request, The VSBPE will consider the Design Document and seek clarification from the institution, as needed, before approving a visit.
3. The visit date will be established by the VTDOE in cooperation with the institution. The Review Team will be determined by the VTDOE and approved by the institution. The team will then be approved by the VSBPE.
4. At least two months prior to the scheduled visit, the Institutional Portfolio should be sent to the VTDOE and to members of the Review Team. The VTDOE reviews the Institutional Portfolio and makes one of the following determinations:
  - Not enough information was provided for the visit to take place
  - More information is needed prior to the visit
  - Visit is ready to take place
5. Visit is conducted.

\*Please note: New programs can only be conditionally approved for one to two years or denied approval by the Review Team. New programs cannot receive full approval until the end of a two-year period.

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**DATE ADOPTED:** 10/14/99

**DATE REVISED:** 4/12/06, 12/18/08

**LEGAL REF:** Lic. Regs.: Section 5900

**CROSS REF:**

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS  
POLICY ON ACADEMIC COMPETENCE FOR STUDENT TEACHING**

Statement of Purpose. This policy is to provide guidance to approved educator preparation programs on the application of Vermont State Board of Education Rule 5923.2 (c), establishing academic standards for candidates for student teaching. The VSBPE interprets Rule 5923.2 (c) as follows:

Policy.

1. An approved teacher preparation program is not required to use a particular minimum grade-point average (e.g. 3.0 on a 4 point scale) when determining whether a student has attained the B average required to begin student teaching. However, an approved program must apply the same grade-point standard to student teaching candidates as is applied by the program's host institution to determine other academic honors, such as its Dean's List or Honor Roll.

For example, a student with a 2.8 grade-point average will qualify for student teaching if a 2.8 grade-point is treated by his or her institution as a B average for all other purposes. Accordingly, if an institution equates the attainment of a 3.0 grade-point average with a B average, a student must have achieved a 3.0 average at that institution before entering student teaching.

2. In accordance with Rule 5923.2 (c), a student who has not attained academic competence as attested by an overall B average, and a B average in field of major studies as defined by the institution, prior to beginning student teaching may be placed in a student teaching position on written assurance of intellectual competence by the institution's academic dean.

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**DATE ADOPTED:** 7/31/01

**DATE REVISED:** 4/12/06

**LEGAL REF:** Rule 5923.2 (c)

**CROSS REF:**

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON PROGRAM APPROVAL FOR VARIOUS EDUCATOR PREPARATION  
DELIVERY MODELS AND RECOMMENDATIONS FOR LICENSURE OR  
ADDITIONAL ENDORSEMENTS**

Vermont institutions and alternate routes to licensure offer a variety of delivery models for the preparation of educators within their programs. These may include the following:

- Undergraduate- Designed for candidates in a bachelor's degree program who are seeking a recommendation for initial licensure.
- Post-baccalaureate- Designed for candidates who have an undergraduate or graduate degree and seek only to complete a program's licensure requirements and seek initial licensure. Candidates may go on to complete a master's degree, but this is not a requirement for licensure recommendation.
- Masters- Designed for candidates who have an undergraduate degree and are seeking a recommendation for either an initial license or a second endorsement in conjunction with a master's degree.
- Certificate of Advanced Graduate Study (CAGS)- An individualized program designed for candidates who hold a masters degree and are completing requirements for an additional endorsement.

In any of the above delivery models, an individualized program may be designed for candidates using the frame of the existing program.

The approval process for all educator preparation programs will include review of each program's system for reviewing entrance and exit requirements. These requirements must include a process for review of applicants' academic credentials, including their demonstration of all general licensure requirements (e.g., academic major in the liberal arts or sciences, or the equivalent), and all endorsement requirements, including knowledge and performance standards and additional requirements, for the endorsement, if any, prior to recommendation. Specifically, when a person is admitted into a preparation program, institutions or alternate routes must complete a comprehensive transcript review to assess the candidate's prior academic work for both breadth and mastery and to determine where the candidate stands in relation to the general licensure and specific endorsement requirements. This may necessitate that the institution create an individual plan of study for a candidate needing coursework beyond the program's requirements prior to recommendation.

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**DATE ADOPTED:** 11/8/04

**DATE REVISED:** 5/13/08

**LEGAL REF:** Lic. Regs: 5931

**CROSS REF:** Noted in VSBPE minutes 1/15/04, 2/5/04, 3/8/04, 3/29/04, 10/15/04, 2/14/08, 3/12/08

**ANNOTATIONS/BRIEF HISTORY:**

VSBPE Policy Manual: Section N – Program Approval of Teacher Education Programs

Each of the above delivery models will be considered as a separate program at the institution or alternate route; therefore information on each program must be included in the institutional portfolio, two-year reports, and communication with the DOE regarding approved programs.

The Licensing Office can only accept recommendations for initial licensure or additional endorsement from candidates who have completed an approved licensure program in its entirety.

**CODE SB/N16**

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON RECOMMENDING FOREIGN LANGUAGE CANDIDATES IN  
ALTERNATE, UNDERGRADUATE, POST-BACCALAUREATE, AND  
GRADUATE DEGREE FOREIGN LANGUAGE PROGRAMS**

To promote a greater diversity of languages taught in Vermont schools, the Vermont Standards Board for Professional Educators encourages approved post-baccalaureate, alternate routes, and graduate programs in foreign language to recommend qualified candidates in a wide variety of foreign languages. The Board will approve post-baccalaureate and graduate degree programs for all modern and classical languages because candidates who are entering these preparation programs have already mastered their target language. This approval will be issued only if candidates complete student teaching in the language of the endorsement sought. During Results Oriented Program Approval (ROPA) Review Visits, review teams will carefully assess preparation programs' entry requirements and processes in addition to the candidates' education coursework and field experiences.

The Board recommends that all candidates entering post-baccalaureate, graduate, and alternate route foreign language programs meet state testing requirements in their target language prior to admission in order to demonstrate proficiency.

Undergraduate preparation programs will continue to be approved for specific languages only. This enables program review teams to assess candidates' preparation in their target languages by reviewing undergraduate coursework.

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**DATE ADOPTED:** 4/30/09

**DATE REVISED:**

**LEGAL REF:**

**CROSS REF:** Noted in VSBPE minutes 1/15/09

**ANNOTATIONS/BRIEF HISTORY:**