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**COLLEGE OF EDUCATION LICENSURE AND PROFESSIONAL ENDORSEMENT  
PROGRAMS ACCREDITATION REPORT AT THE UNIVERSITY OF IOWA**

**Action Requested:** Receive the accreditation report from the College of Education Licensure and professional endorsement programs at the University of Iowa.

**Executive Summary:** The College of Education licensure and professional endorsement programs (1) underwent a self-study that addressed the standards defined by the accrediting body; and (2) had an on-site visit by peer evaluators. In August 2011, the College of Education was informed that all of the licensure and professional endorsement programs were accredited for the maximum period of six years.

This report addresses the Board of Regents Strategic Plan priority to provide “educational excellence and impact” as well as Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

**Background:**

- ◇ **Description of programs.** The mission of the College of Education is to develop reflective professionals and scholars informed by theory, research, and best practice.
  - ⇒ The **Educational Leadership Program** provides four non-degree licensure/endorsement programs for preK-12 principals, superintendents, and special education administrators/supervisors. The programs are designed for working professionals and classes are offered in the evening and during the summer so that students can complete the licensure requirements while working.
    - ☑ Students in the **Principal Licensure** program are required to take 24 semester hours of coursework and 12 semester hours of clinical. The completion of this program, and at least three years of teaching at the K-12 level, allows students to obtain an Iowa Administration License and be eligible for K-12 school principal positions.
    - ☑ Students in the **Superintendent Endorsement** program are required to take 28 semester hours of coursework. Students are required to have the Iowa Administration License and at least three years of principal experience to obtain the superintendent endorsement.
    - ☑ Students in the **Supervisor of Special Education Endorsement** are required to take 24 semester hours of coursework to obtain the Iowa Professional Service license in a support area within schools or area education agencies (AEAs). Students must have at least four years of support service experience in special education and possess a master’s degree in school psychology, speech/language pathology audiology, or social work for this endorsement.
    - ☑ Students in the **Instructional Supervisor of Special Education Endorsement** program must complete 24 semester hours to obtain an instructional teaching license in special education (early childhood or K-12 special education). Students must have two years of teaching experience in special education, possess a master’s degree in education, and have a teaching license.

- ⇒ **Teacher Preparation Programs (TEP)** in the Department of Teaching and Learning prepare students for licensure to teach in elementary, middle, and secondary schools. Each year, the College of Education prepares approximately 450 teachers for licensure.
  - ☑ Students in the **Elementary Education Major/Teacher Education Program** must complete nine semester hours of foundation courses; 17 semester hours of methods courses; six semester hours of methods, practicum and classroom management courses; 13 semester hours of courses in areas such as arithmetic, special education, human relations, physical education and health, music and art; 24 semester hours in an area of specialization; and a semester (14 semester hours) of student teaching. Added endorsement programs in elementary education include art, language arts, mathematics, music, physical education, reading, science, special education, history/social science, and speech communication/theatre.
  - ☑ Students in the **Secondary (5-12) Teaching Education Programs** may add 5-12 licensure areas by completing additional endorsement programs in art education; journalism; mathematics; English; general science; physical science; biology; chemistry; earth science; physics; individual foreign languages; and social studies. Content requirements for most Teacher Education Program areas are met through courses offered by the College of Liberal Arts and Sciences.
- ⇒ To earn the **Special Education Consultant, ages birth-21, endorsement**, students are required to have a master's degree in special education or a master's degree in another area of education plus 30 graduate semester hours in special education (instructional); and hold a regular Iowa or out-of-state teaching license.
- ⇒ To earn the **School Counselor K-8 and/or School Counselor 5-12 endorsement**, students must have a regular Iowa teaching license or have completed nine semester hours of required courses for licensure as a school counselor; and must have completed all coursework for a master's degree in school counseling. The required course load of 54 semester hours includes such topics as educating gifted students; introduction to group counseling; career development; counseling children and adolescents in schools; multiculturalism in helping professionals; and characteristics of disabilities. Students must complete a minimum of 20 semester hours at the University of Iowa; they must also complete a practicum and internship.
- ⇒ The **Athletic Coach Endorsement** requires completion of an approved Teacher Education Program. Students must also complete 12 semester hours of coursework in human anatomy; basic athletic training; human growth and motor development; and theory of coaching.
- ⇒ Only students in a Teacher Education Program or a licensed in-service teacher can apply for the **English as a Second Language (ESL) Endorsement** program. Students must complete 18 semester hours of required ESL coursework. Secondary TEP students must complete all requirements for an Iowa endorsement in a secondary content area in addition to eight weeks of student teaching in ESL at the K-6 level; elementary TEP students must complete all requirements for an Iowa Endorsement for General Elementary Teacher and eight weeks of student teaching in ESL at the secondary level.

- ⇒ Students seeking a **Talented and Gifted (TAG) Endorsement** must be licensed educators; they are required to take 12 semester hours of graduate coursework which includes psychology of the gifted, programming for the gifted, administration and supervision of gifted programs, and a practicum experience in gifted programs.
- ⇒ Students interested in the **Teacher-Librarian Endorsement** and initial teaching licensure complete the requirements for a master's degree in Library and Information Science and the requirements for a teaching license in the State of Iowa with endorsements for grades K-12. They must complete 36 semester hours of coursework in the College of Education.
- ⇒ The **Deaf and Hard of Hearing Endorsement** is offered through the College of Education and the Department of Communication Sciences and Disorders. The University of Iowa is currently the only institution in the State of Iowa that offers this endorsement program. Applicants must hold or be in the process of completing a regular elementary or secondary teaching license. In addition, students must complete 60 semester hours of coursework for the deaf/hard of hearing endorsement program, a pre-student teaching experience in hearing impaired, and a student teaching experience spanning K-6 and 7-12 grade levels.
- ⇒ The **School Speech Pathology and School Audiology program** is offered through the Department of Communication Sciences and Disorders; the Teacher Education Preparation component is offered through the College of Education.
- ⇒ The **School Social Worker Endorsement program** is a "Field of Practice" for Master of Social Work (MSW) students. Students with a Bachelor of Arts in social work complete 48 semester hours in the MSW program; students with a Bachelor of Arts in another discipline complete 60 semester hours in the MSW program, including required courses for the School Social Work endorsement and a practicum in the schools. The School Social Work endorsement is available to MSW students only, and is overseen by the MSW program director and the program administrator.

Licensed teachers who have completed an education professional service program in School Counseling, School Psychology, School Speech-Language Pathology, School Audiology, or School Social Work are eligible to apply for a Professional Service License.

- ◇ Purpose of Accreditation. An accredited educational program is recognized by its peers as having met national standards for its development and evaluation. To employers, graduate schools, and licensure, certification, and registration boards, graduation from an accredited program signifies adequate preparation for entry into the profession. In fact, many of these groups require graduation from an accredited program as a minimum qualification. Therefore, accreditation is also critical for recruitment of new students.
- ◇ Accrediting Agency. The accrediting body is the Iowa State Board of Education (ISBE).
- ◇ Review Process. The self-study prepared by the College of Education contained the responses to the standards<sup>1</sup> required by the accrediting body. The accrediting standards include six areas – Governance and Resources; Diversity; Faculty; Program Assessment; Clinical Practice; and Candidate Knowledge, Skills, and Dispositions.

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<sup>1</sup> The complete text of standards and provisions is available at [http://search.legis.state.ia.us/NXT/gateway.dll/ar/iac/2810\\_education%20department%20\\_5b281\\_5d/0790\\_chapter%2079%20standards%20for%20practitioner%20\\_and\\_2e/\\_c\\_2810\\_0790.xml?f=templates\\$fn=default.htm](http://search.legis.state.ia.us/NXT/gateway.dll/ar/iac/2810_education%20department%20_5b281_5d/0790_chapter%2079%20standards%20for%20practitioner%20_and_2e/_c_2810_0790.xml?f=templates$fn=default.htm).

- ◇ On-Site Team Report. In April 2011, the visiting team identified strengths and weaknesses of the program. The team also indicated that all standards were met. The following standards were met or met with strength – Governance and Resources; Diversity; Faculty (School Librarian, School Counseling, School Social Work, School Psychology, Speech Pathology and Audiology); Assessment; and Clinical (School Librarian, School Counseling, School Social Work, School Psychology, Speech Pathology and Audiology).

The following standards required institutional follow-up prior to final action by ISBE – Faculty (Teacher Education and Educational Leadership) and Clinical (Teacher Education and Educational Leadership). The follow-up was sufficient to meet the requirements and included some of the following - providing missing faculty biographies and clarifying number of hours required in the field for the mathematics teacher education program. Changes were also made to the field experience course requirements to comply with Iowa Administrative Code; all changes have been implemented.

- ◇ Sample Strengths Identified by the Visiting Team.

- ⇒ “Educator preparation programs take leadership roles in state and national initiatives in research and advocacy. Programs have received national and regional awards and are continually positioned in the top 25 programs in *U.S. News and World Report* rankings, often within the top 5-10.
- ⇒ Educator preparation programs have made a concerted effort to hire both researchers and practitioners so candidates receive balance between theory, pedagogy, content, and practice. Candidates benefit from formalized collaboration between leading scholars in the professional fields as well as clinicians who bring real-world application to curricula.
- ⇒ Assessment practices and program review processes ensure that candidates are knowledgeable, resourceful, and highly qualified to enter their professional careers.
- ⇒ Programs have forged a number of partnerships with other local, state, or national organizations to foster strategic use of limited resources. Partnerships enhance program offerings and provide a wide range of learning opportunities for candidates and professionals in the field.
- ⇒ Advisory groups praise programs’ continuing innovation and connection with community and constituency needs.
- ⇒ Preparation programs are using a blended delivery model to connect candidates and faculty across the state, country, and world. The institution uses technology to reach place-bound candidates and to broaden the outreach of the programs and services.
- ⇒ State-of-the-art facilities maintain the historical legacy of the institution and promote a culture of scholarship and innovation. Renovations and strategic plans are carving a path toward educating 21<sup>st</sup> century learning and the changing needs of professional preparation.
- ⇒ Multiple efforts exist to increase diversity among the faculty and candidates and to create a ‘critical mass’ of diverse members of the faculty and student body.”

- ◇ Sample Team Concerns/Recommendations. (These did not require an institutional response.)
  - ⇒ Governance and Resources. “The allocation of professional development funding is not equivalent across all programs. The team wondered if advisory committees are fulfilling a significant role in program improvement planning.”
  - ⇒ Faculty. “It is not clear in faculty evaluation information how faculty self-assess or are evaluated for their own classroom effectiveness once they have been tenured other than the peer review each five years.”
  - ⇒ Assessment. “Assessment practices focus on candidate achievement of expectations. The team recommends programs use candidate assessment data and tools in program review process. The e-portfolio has not taken hold in the principal preparation program. When reporting program survey data, the team recommends reporting data in multiple forms, not just percentages, and including participation rates.”
  - ⇒ Clinical. “If the TEP program values the 10 hours of volunteer work in schools before admission, the review team would recommend improving the communication regarding the expectations and how it is used in the admissions process. The superintendent program must ensure that all candidates encounter the AEA and school-based administrative experiences since the endorsement includes the superintendent and AEA administrator certification.”
  
- ◇ Accreditation Status. In August 2011, the Iowa State Board of Education granted the approval of all of the licensure and professional endorsement programs offered by the College of Education at the University of Iowa. The next full accreditation visit will occur in the 2017-2018 academic year. All accredited programs are presumed accredited unless the Iowa State Board of Education takes formal action to remove accreditation. The standard time between site visits 6-7 years.