

Iowa State Board of Education

Executive Summary

March 20, 2025



Agenda Item:

Faith Baptist Bible College – Substantive Change Request

State Board Priority:

Goal 3

State Board Role/Authority:

The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and 281 Iowa Administrative rule 79.5.

Presenter(s):

Stephanie S. TeKippe, Education Program Consultant
Bureau of Community Colleges

Attachment(s):

One

Recommendation:

It is recommended that the State Board award full approval to Faith Baptist Bible College to offer an administrator preparation program until the next site visit scheduled for the 2027-28 academic year.

Background:

The Iowa Department of Education's educator preparation staff reviewed Faith Baptist Bible College's application for program change. Faith Baptist Bible College has met all Chapter 79 standards.



Department of Education

Substantial Change Approval Report

Faith Baptist Bible College

Addition of an Administrator Preparation Program

March 20, 2025

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street

State Board of Education

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Contents

Overview.....	4
Background and History.....	4
Description of Proposed Substantial Change.....	4
Approval Recommendation.....	4
Summary of Department Review	4
Standards.....	4
Governance and Resources Standard	4
Diversity Standard	5
Faculty Standard.....	5
Assessment Standard.....	5
Administrator Clinical Standard.....	6
Administrator Knowledge, Skills and Dispositions Standard.....	6

Overview

According to rule 281—79.9(256), upon application by an institution, the director is authorized to approve minor additions to, or changes within, the curricula of an institution's approved practitioner preparation program. When an institution proposes a revision that exceeds the primary scope of its programs, including revisions which significantly change the delivery model(s), the revisions shall become operative only after having been approved by the State Board of Education. Approval of any institution's application for adding the dyslexia specialist endorsement must include approval by the Iowa Reading Research Center.

Background and History

Faith Baptist Bible College (FBBC) operates a traditional teacher preparation program in Ankeny, Iowa. FBBC began as a small non-denominational Bible institute in Omaha, Nebraska, in 1921. By the 1950s the school began to recognize that its primary constituency was Baptist, and so "Baptist" was added to the school's name. During the 1950s the school also introduced a significant general education component into its curriculum, expanding the course of study to four years and offering the baccalaureate degree. In 1967 the college moved to Ankeny, Iowa, and the name changed to Faith Baptist Bible College.

FBBC had 55 educator preparation candidates enrolled in the 2022-23 academic year. The four teacher education programs (i.e., Elementary Education, Secondary Education, Early Childhood Education, Music Education) are housed within the administrative unit named the Christian School Department (CSD).

Description of Proposed Substantial Change

FBBC has proposed the addition of a master's degree program in educational administration preparation. The online program will have two tracks including one in educational administration, leading to fulfillment of endorsement #189: PK-12 Principal/PK-12 Special Education Supervisor, and the other in instructional leadership. The 30-credit hour Master's program for educational administration is designed to prepare educators to serve in school leadership positions, primarily as school principals. The instructional leadership degree is designed to help teachers to refine their instructional skills while preparing them to serve as mentors, lead teachers and curriculum specialists.

Approval Recommendation

The Iowa Department of Education (Department) recommends the program for approval.

Summary of Department Review

Standards

Governance and Resources Standard

The Department considers the Governance and Resources standard to be MET.

There were no compliance issues identified in the Governance standard.

Overview: Faith Baptist Bible College (FBBC) has developed a robust governance and resource plan to support proposed changes, including the addition of new Master of Education degree programs. These programs will be integrated into the existing governance framework overseen by the Teacher Education Department (TED) and the Teacher Education Committee (TEC). Online delivery will be managed

under established policies by the Director of Online Education and the FBBC online committee. The changes will not alter existing governance structures or faculty workloads; however, additional adjunct faculty will be hired to manage the new coursework, funded through tuition revenues. The curriculum and clinical experiences for the master's programs are informed by the TED's biblical conceptual framework, external standards (NELP and InTASC), and insights from comparable programs and advisory committees. Faculty will review the conceptual framework annually to ensure alignment, though significant revisions are not anticipated. This strategic approach ensures the proposed programs meet accreditation requirements while maintaining institutional integrity and resource efficiency.

Diversity Standard

The Department considers the Diversity standard to be MET.

There were no compliance issues identified in the Diversity standard.

Overview: Faith Baptist Bible College prioritizes creating a climate that supports and promotes all learners through its institutional mission and practices. The college's motto, "With the Word to the World," reflects a global focus, preparing students for ministry experiences across varying landscapes and learners. The proposed master's degree programs are expected to expand the student body by attracting a broader range of students with varying levels of experiences and insights.

Faculty Standard

The Department considers the Faculty standard to be MET.

There were no compliance issues identified in the Faculty standard.

Overview: FBBC has established clear standards and processes to ensure that faculty for the proposed master's degree programs meet all qualifications for teaching at the graduate level. These processes, outlined in the faculty handbook, include defined job descriptions, adherence to prescribed hiring protocols, and professional development opportunities for all faculty members. The Teacher Education Department (TED) ensures faculty accountability for professional growth and provides resources for ongoing development. The addition of the master's degree programs will not negatively impact current faculty, as existing TED faculty will primarily focus on undergraduate courses, with adjunct faculty assuming responsibility for graduate-level teaching. A rigorous vetting process and orientation ensure that all adjunct faculty are well-prepared to meet program requirements and maintain high instructional standards.

Assessment Standard

The Department considers the Assessment standard to be MET.

There were no compliance issues identified in the Assessment standard.

Overview: The unit ensures that its proposed master's degree programs meet assessment standards through a well-defined and cohesive system based on the Education Department's six standards and learning outcomes, primarily informed by InTASC and NELP standards. These standards guide assessment practices across all programs, ensuring consistency and rigor. Candidates will undergo multiple measures of assessment, including tests, dispositions evaluations, teaching demonstrations and e-portfolio presentations. Formative feedback will be provided regularly to guide candidate development. Online and face-to-face courses are held to the same learning outcomes and performance standards. The assessment system for new programs will incorporate additional competencies for curriculum and instruction and key artifacts aligned with NELP standards for educational leadership. These changes will not affect current program assessments but will enhance the overall comprehensiveness of FBBC's assessment framework.

Administrator Clinical Standard

The Department considers the Administrator Clinical standard to be MET.

There were no compliance issues identified in the Administrator Clinical standard.

Overview: The proposed master's degree programs at FBBC will meet clinical practice standards by adhering to the established policies and requirements outlined in the Clinical Practice Handbook, which have been developed to meet or exceed the Iowa Department of Education's standards. Graduate students will engage in clinical experiences that align with these policies while accommodating their unique geographic locations. As a result, the additional clinical requirements are not expected to impede undergraduate clinical experiences or assignments. By maintaining the rigor and consistency of existing policies, FBBC ensures that clinical practices in the master's program uphold the high standards set for all TED programs, providing comprehensive and effective field-based learning opportunities for candidates.

Administrator Knowledge, Skills and Dispositions Standard

The Department considers the Administrator Knowledge, Skills and Dispositions standard to be MET.

There were no compliance issues identified in the Administrator Knowledge, Skills and Dispositions standard.

Overview: The proposed master's degree programs at FBBC align with the standards for candidate knowledge, skills and dispositions by adhering to established educational frameworks and is demonstrated on a curriculum map. The Instructional Leadership program follows the TED Standards, grounded in InTASC and Iowa Teaching Standards, while the Educational Administration program also aligns with NELP Standards, which FBBC has fully adopted after resolving initial modifications to ensure compliance with Iowa Code. Both programs integrate FBBC's disposition assessment form to evaluate candidates' professional dispositions. Oversight and curriculum development are managed by a newly appointed Director of the master's programs, ensuring alignment with institutional and state standards.

The Iowa Board of Educational Examiners has approved FBBC's proposed curriculum.